

# Quality Ensuring Through Trends in Teacher Education

Dr. Rushi B. Joshi

Faculty of Education,  
R. D. Gardi College of Teachers Education,  
Haripar (Pal), Kalawad Road, Rajkot, Gujarat.

Received Aug. 12, 2017

Accepted Aug. 26, 2016

## ABSTRACT

*A quality teacher's education program is rational and streamlined to address some specific pedagogical issues. Basically, it elucidates the idea about what good teaching is all about and then how it organizes course work and all practical experiences around it. Teacher's education courses are very much connected to practice as well as to theory. A good teacher's training programs have teachers working continuously with expert master teachers in a traditional classroom or virtual setting to enhance the knowledge and experience base. Teacher education is a program related with teacher proficiency and competence that would make them competent enough to face new challenges in the education. Now a days the field of education is not only limited with books but has broadened in various new horizons. It demands understanding with investigative minds, assimilating the required transformations, accommodating and responding to the universal needs. This main purpose of this paper is to indicate main changes that has incurred in teacher education in India and also provide an overview of trends, reforms and innovations in teacher education across the Globe. It also discusses the need of teacher education program to be innovative and various practices that can be included. It has been recognized that teacher education program should be structured and modified in a way that enables them to respond dynamically to the new problems and challenges in the field of education, then only teacher can help in national development.*

**Key words:** emerging trends, education reform.

Teacher education is now becoming more important to the emerging demands from the school system. Because the changing educational needs of the student and advancement in technology has widen the area of responsibilities of the teacher. Now teacher has to perform various role like encouraging, Supporting and facilitating in teaching-learning situations which enables learners to discover their talents, to realize their physical and intellectual potentialities to the fullest, to develop character and desirable social and human values to function as responsible citizens. Once quality is assured at reasonable level it needs to be controlled from deviations to ensure quality management. In the TQM the goods or services are expected to be with zero defects and when require further modification. Due to social or professional reasons the same may be communicated at the appropriate level for compliance. Thus quality assurance acts a backbone in the total system of quality management and hence requires more concern. Emerging Trends and Innovations is usually understood as the introduction of something new and useful, like introducing new methods, techniques, or practices or new or altered products and services. Schools or teacher education institutions can carry out innovations or experimentation on any aspect of their work related to teaching-learning, training or management of schools in order to improve

efficiency of the institution to overcome problems and difficulties, they face in day to day functioning. The present structure of teacher education is supported by a network of national, provincial and district level resource institutions working together to enhance the quality and effectiveness of teacher preparation programs at the pre-service level and also through in-service programs for serving teachers throughout the country.

## Life-Long Learning for Teachers

In a knowledge-based society and to remain competitive and employable, teachers are expected to engage in continuous professional development or professional learning activities from the beginning to the end of their careers. As with any other profession, teachers are also expected to assume greater responsibility for their own professional learning, continually developing their knowledge and skills.

## Quality Ensuring by Teachers' Research Skill

Teaching has gone a long way from the traditional lecturer-listener system. Today, teachers are not just lecturers, but guides; students are not just listeners but co-explorers of knowledge. Education has become more interactive and experiential for both parties. Thus, teaching skills have also evolved, with more techniques available for teachers to use. Fortunately, there is one

method that helps a teacher see the aspects of his or her teaching that need improvement. This method is research, particularly Classroom Action Research. In its broadest sense, research is itself helpful when a teacher is trying to introduce concepts to students. Teachers who do their own research on the topics they teach, instead of depending on textbooks, can gain a much better understanding of those topics. As a result, they can be more effective in sharing the knowledge with students.

Classroom Action Research (CAR) is more specific than basic research, and it is more concerned on the teaching process itself than on the topics taught. In a nutshell, a CAR is a form of practitioner research on the current situation of a class. That means that the practitioner - the teacher - is the one who conducts active research on what his or her class truly needs. Since the CAR is a practitioner research, meaning done by one teacher for a particular class, it may produce unique results that can be discussed among the teaching staff.

Classroom Action Research is truly helpful for teachers to find out what the students need. But more importantly, it is a tool for them to identify what they themselves need to improve on when it comes to their teaching skills. This identification is the first step towards better teaching, and consequently, a better quality of education.

### **Quality Assurance by E - Learning**

Information technology has long past dawned, and knowledge of it is now considered almost as a basic necessity. It is no wonder then that schools have begun using computers during classes, whether for basic tasks such as student report presentations or even for crucial activities such as exams. Teachers giving out electronic quizzes are hardly new today. To complement the use of computers, various types of software are available. The most basic ones are the word processors, spreadsheet creators, and presentation programs. Then there are more specialized ones such as attendance trackers, educational games, and graphic organizers. With computers, the use of the internet predictably follows. And with this classroom innovation comes an endless world of possibilities. Notes can be recorded, uploaded, and shared on the spot. More communication channels are opened up than ever before. Some classes even utilize social networks for communications, as evident in online groups and forums. There are also more

substantial school activities done over the internet. For instance, absentee teachers may create online tutorials for students, so they would not have to miss a learning session. Some major projects also require the use of online journals and blogs for documentation and the like. There are even those that experiment with the creation and maintenance of websites for the exclusive use of the class. In the end, that's what every bit of educational evolution boils down to: a journey towards the best quality of education possible for the younger generation.

### **Quality Assurance through Collaborative Learning**

Collaborative Learning; a system in which two or more people cooperate in a learning experience to share and contribute to each member's understanding of a topic and to complete a given task. Sharing information and connecting with others — whether we know them personally or not has proven to be a powerful tool in education. Students are collaborating with each other through social media to learn more about specific subjects, to test out ideas and theories, to learn facts, and to gauge each others' opinions.

Collaboration is a natural part of life and should be included in the curriculum. Sometimes teachers will build a lesson designed specifically to teach collaborative learning and teamwork. There are many teambuilding games and activities that can be done in a classroom that force students to work together to complete a task. In this scenario, students can learn just as much as if they were developing a presentation on their own, but they get the added benefit of learning how to collaborate. Collaborative learning is on the rise in our classrooms. Done correctly, it is be a great opportunity to break up the monopoly of the lecture, teach teamwork to our students, and help them to become more productive members of society in the future.

### **Quality Assurance by Constructive Learning Theory**

Constructivism learning theory is a philosophy which enhances students' logical and conceptual growth. The role of teachers is very important within the constructivism learning theory. Instead of giving a lecture the teachers in this theory function as facilitators whose role is to aid the student when it comes to their own understanding. This takes away focus from the teacher and lecture and puts it upon the student and their learning. The resources and lesson plans

that must be initiated for this learning theory take a very different approach toward traditional learning as well. Teachers following Piaget's theory of constructivism must challenge the student by making them effective critical thinkers and not being merely a "teacher" but also a mentor, a consultant, and a coach.

### Improving Critical Thinking Skills

Critical thinking is paramount to the development of students and should be the goal of all teachers no matter what subject they teach. Teachers should consider building critical thinking skills in all the rubrics and lesson plans they use in their classrooms. Critical thinking skills can be taught in any classroom and any subject with a little creativity. Check out the following tips for improving critical thinking in students.

- Deep analysis - Take something that students see often and take for granted, and have them analyze it more deeply. For example, if a class says the pledge of allegiance every morning, one day have them spend some time answering some questions about what it means and why we say it.
- Evaluation - Give the students a concept and allow them to evaluate its merit, giving supporting reasons why they think it is good or bad. This makes students think beyond what someone has told them or what they feel to the logic of an argument. This can even be done in a group if it is too difficult for the students to come up with several reasons on their own.
- Synthesis - give students two or more articles on a topic, and have them put the information together in a summary. This exercise forces students to truly comprehend the material in an article instead of simply memorizing it.
- Paraphrase - give students a passage of a book or article and have them explain it in their own words. This is similar to synthesis in that it forces students to understand the passage rather than memorizing it.
- Debate - give students a topic (something as non-controversial as possible to start) and have one group of students debate one side of the argument and another debate the opposite. Make sure that there are some strict guidelines in order to avoid the degradation of the debate into a heated fight.

These types of activities can be used in any classroom for any subject, and if used correctly

can result in a higher level of thinking for our students, a lofty and worthy goal for any teacher.

### Global Education

Global education aims to help pick up children and to give them a boost, putting them on an even footing despite their unprivileged background. Global education can also be founded on international affairs, as the name would suggest. It aims to make students who have this concept running through their curriculum more curious about life and about the various intricacies which are associated with it. It aims to allow those who are being taught to think about how their actions and how they live their lives has an impact on the world in a far bigger scale than they might have imagined beforehand. It is a different way of thinking for young people which could be used in their everyday lives, helping them to make sense of the different challenges which are faced in the world.

### Conclusion

The subject of quality assurance has become an important word in the sphere of higher education. Among higher education teacher education occupies central stage due to its being the caretaker of macro educational system. The teacher education has assigned the task of producing the teachers for primary and secondary education and also build solid foundation of the system. Due to its role and significance, the teacher education has vast amount of growth during last decade. Education of teachers is not only responsible for improvement of school education but also for preparing competent, committed and professionally well qualified teachers who can meet the demands of a system. The current policy focus on initial teacher education presents a major opportunity to significantly improve this critical component of a high quality education system. Examination of existing effective practices can provide a strong foundation for further reform. Since the teacher is the pivot of the entire educational system and is the main catalytic agent for introducing desirable changes in the teaching learning process, all attempts need to be made for motivating teachers to become innovative and creative. It goes without saying that a self motivated and really industrious teacher can utilize his own resources to keep himself abreast of new knowledge and skills. It has been recognized that teacher education program should be structured and modified in a way that enables them to respond dynamically to the new problems and challenges in the field of education,

then only teacher can help in national development.

### References

1. Cochran-Smith, M. (2000). Editorial: The question that drive reform, *Journal of Teacher Education*, 51(5):331
2. Cochran-Smith, M., Fries, M.K. (2001). Stick, Stones and Ideology: The discourse of reform in teacher education, *Educational Researcher*, 30(8):15.
3. Iredale, R. (1996). The significance of teacher education for international education development: Global perspectives on teacher education, C. Brock Edition, Oxfordshire: Triangle books, 9-18.
4. Lampert, M., Ball, D.L., (1999). Aligning teacher education with K-12 reforms vision, 33.
5. Sachs, J. (1997). Reclaiming the agenda of teacher professionalism: An Australian experience, *Journal of Education for teaching*, 23(3):264.
6. Smith, R. (1999). The future of teacher education: principles and prospects, Paper presented at the American Education Research Association Symposium, Montreal.
7. Stuart, C., Thurlow, D. (2000). Making it their own: Preservice teachers' experiences: Beliefs and classroom practices, *Journal of Teacher Education*, 51(2):113.
8. Su, J.Z.X. (1992). Sources of influence in preservice teacher socialization, *Journal of Education for Teaching*, 18(3):239.
9. Temmerman, N. (1997). An Investigation of undergraduate music education curriculum content in primary teacher education programmes, *Australia International Journal of Music Education*, 30: 26.
10. Zeicher, K.M., Laston, D.P. (1990). Theme: Restructuring teacher education, *Journal of Teacher Education*, 41(2):3-20.

**Great thoughts speak only to the thoughtful mind, but great actions speak to all mankind.**

~ Theodore Roosevelt