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METAMORPHOSIS IN CLASSROOM TEACHING SLANTS: THE DEMAND OF 21ST CENTURY EDUCATION

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ABSTRACT:

Education is the process of receiving or giving systematic instruction, especially at a school or university. Education is the process of facilitating learning or the acquisition of knowledge, skills, values, beliefs and habits. Education frequently takes place under the guidance of educators in Indian Education system. Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. The methodology of teaching is called teaching slant. Formal education is divided formally into such stages as preschool or kindergarten, primary school, secondary school and then college, university, or apprenticeship. Education's primary purpose has ranged from instructing youth in religious doctrine to preparing them to live in a democracy, from assimilating immigrants into mainstream society to preparing workers for the industrialized 20th century. Ahead of this, 21st century education is all about embryonic students the skills they need to succeed in this new world, and helping them grow the confidence to practice those skills. There are plenty of teaching slants that can be applied in the education process which assure their accomplishment in teaching learning process and fulfil the necessitate of 21st century education. The intent of this paper is to suggest the innovative teaching slants that can be used in imparting the knowledge to the students, developing among them skills that are obligatory to succeed in contemporary world and help them grow the confidence to practice those skills.

Keywords: Metamorphosis, Classroom Teaching, Teaching Approaches, Teaching Slants, 21st century education

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INTRODUCTION

Rote learning is the rule in most Indian schools. The aim is to learn answers by heart and not question teachers, experiment with new ideas or argue. The government is on inputs like classrooms, toilets and mid day meals, not learning outcomes. But Education is all about learning outcomes. Education is seen as the golden ticket to an improved life. ***Metamorphosis in education is defined as "the process of making changes to something established by introducing something new."*** It applies to radical or incremental changes to products, processes or services. The same applies to teaching slants. ***Metamorphosis in teaching slants means the process of making changes to deliver knowledge and transfer skills to students in a novel and interesting way.*** Students today are on lookout for challenges and opportunities that helps them explore and connect to outside world for better opportunities. And so, they challenge educators to be innovative and to make learning environments more exciting, challenging and rewarding for them.

Metamorphosis literacy is made up of six pieces of each of us, including empathetic us, opportunity design us, creatively confident us, storytelling us, inspired us, and imaginative us. Our education system is geared towards teaching and testing knowledge at every level as opposed to teaching skills. Teaching and learning are dynamic complements of knowledge sharing at a time of increasingly rapid technological advancements. Creativity and innovation is the essence in teaching learning process.

Gone are the days of an Educator delivering a lecture while standing behind a podium in a huge lecture hall in a one-way communication mode where his or her words are words of God, and students sit quietly espousal at his or her words, busy taking down notes, those days have long been over and they have been replaced with more innovative and creative ways of disseminating, sharing and facilitating knowledge development in students. We constantly have those moments in classroom where despite the hard efforts of teachers students don't seem to be engaged in classroom activities***. Our students are tired of the old school approach to learning – they want something practical, relevant and useful for their professional life.*** With computer being their flesh and blood; and living in the era where they are allowed to question on things and they are empowered to be partly responsible for their learning, creativity and innovation have been incorporated in teaching and learning, assessment and supervision.

> ***It is high time that we aim at five fundamental shifts in teaching learning process. These are from "yes" to "why", from "looking" to "learning to observe", from "passive absorption" to "exploration" and from "textbook-bound" to "hands-on-learning".***

Educators are constantly looking for novel and effectual ways to connect with their students in the teaching learning process .***More than ever before, students will apply what they learn in schools and colleges to professional careers that don't yet exist.*** To become global leaders and valuable citizens of today and tomorrow, ***our students must learn to be independent critical thinkers, to be socially and ethically responsible, and to have a broad***

understanding of the world. Different innovative teaching methods are now in use across the globe.

OBJECTIVE OF THE STUDY:

To advocate metamorphosis in classroom teaching slants.

RESEARCH METHODOLOGY

Exploratory research methodology is used here to analyze the data. Data was collected from multiple sources such as journals, books and blogs to understand the teaching learning paradigm. In this paper, previous related research articles were referred. Apart from this, different websites and professional magazines were also reviewed.

> **"Good teaching and good learning are linked through the student's experience of what we do. It follows that we cannot teach better unless we are able to see what we are doing from their point of view"**

There are five different levels of understanding how students learn and this will influence how we, as a teacher, approach our role in supporting student learning as identified by Biggs and Tang (2011).Out of this emerge various metamorphosis in teaching slants which should be employed in classroom teaching as per the call for and command of 21st century.

(1) The Authority, or lecture style

The authority model is teacher-centered and frequently entails lengthy lecture sessions or one-way presentations. Students are expected to take notes or absorb information.

- **Pros**: This style is acceptable for certain higher-education disciplines and auditorium settings with large groups of students. The pure lecture style is most suitable for subjects like history, which necessitate memorization of key facts, dates, names, etc.
- **Cons**: It's a questionable model for teaching children because there is little or no interaction with the teacher. Plus it can get a little snooze-y. That's why it's a better approach for older, more mature students.

(2) The Demonstrator, or coach style

The demonstrator retains the formal authority role by showing students what they need to know. The demonstrator is a lot like the lecturer, but their lessons include multimedia presentations, activities, and demonstrations. (Think: Math. Science. Music.)

- **Pros**: This style gives teachers opportunities to incorporate a variety of formats including lectures and multimedia presentations.
- **Cons**: Although it's well-suited for teaching mathematics, music, physical education, or arts and crafts, it is difficult to accommodate students' individual needs in larger classrooms.

(3) The Facilitator, or activity style

Facilitators promote self-learning and help students develop critical thinking skills and retain knowledge that leads to self-actualization.

- **Pros**: This style trains students to ask questions and helps develop skills to find answers and solutions through exploration; it is ideal for teaching science and similar subjects.
- **Cons**: Challenges teacher to interact with students and prompt them toward discovery rather than lecturing facts and testing knowledge through memorization. So it's a bit harder to measure success in tangible terms.

(4) The Delegator, or group style

The delegator style is best suited for curricula that require lab activities, such as chemistry and biology, or subjects that warrant peer feedback, like debate and creative writing.

- **Pros**: Guided discovery and inquiry-based learning place the teacher in an observer role that inspires students by working in tandem toward common goals.
- **Cons**: Considered a modern style of teaching, it is sometimes criticized as eroding teacher authority. As a delegator, the teacher acts more as a consultant rather than the traditional authority figure.

(5) The Hybrid, or blended style

Hybrid, or blended style, follows an integrated approach to teaching that blends the teacher's personality and interests with students' needs and curriculum-appropriate methods.

- **Pros**: Inclusive! And it enables teachers to tailor their styles to student needs and appropriate subject matter.
- **Cons**: Hybrid style runs the risk of trying to be too many things to all students, prompting teachers to spread themselves too thin and dilute learning.

Because teachers have styles that reflect their distinct personalities and curriculum, it's crucial that they remain focused on their teaching objectives.

Any teaching slant employed by a teacher to accomplish the teaching objective in accordance to his/her distinct style can accumulate together to bring metamorphosis in classroom teaching .These may include the following:

Visualization

The educator may bring dull academic concepts to life with visual and practical learning experiences, helping your students to understand how their schooling applies in the real-world.

Examples include using the **interactive whiteboard** to display photos, audio clips and videos, as well as encouraging your students to get out of their seats with **classroom experiments** and **local field trips**.

- **Collaborative teaching / Cooperative learning**

The educator may encourage **students of mixed abilities to work together** by promoting small group or whole class activities. It involves **educators working in tandem to lead, instruct and mentor groups of students.**

Through **verbally expressing their ideas** and responding to others your students will develop their self-confidence, as well as enhance their communication and critical thinking skills which are vital throughout life.

Solving mathematical puzzles, conducting scientific experiments and **acting out short drama sketches** are just a few examples of how cooperative learning can be incorporated into classroom lessons.

- **Z to A Approach of teaching**

The educator may materialise Z to A approach as it explains **the application part of a particular concept first,** so students would get interest in what the actual concept is. This approach helps in creating long lasting memory or correlation of a concept.

- **Inquiry-based instruction**

The educator may **pose thought-provoking questions** which inspire students to think for themselves and become more independent learners.

Encouraging students to ask questions and investigate their own ideas helps improve their problem-solving skills as well as gain a deeper understanding of academic concepts. Both of which are important life skills.

Inquiries can be **science or math-based** such as 'why does my shadow change size?' or 'is the sum of two odd numbers always an even number?'. However, they can also be **subjective** and encourage students to **express their unique views**, e.g. 'do poems have to rhyme?' or 'should all students wear uniform?'

- **Differentiation**

The educator may differentiate his/her teaching by **allocating tasks based on students' abilities, to ensure no one gets left behind.**

Assigning classroom activities according to students' unique learning needs means individuals with higher academic capabilities are stretched and those who are struggling get the appropriate support.

This can involve handing out **worksheets that vary in complexity** to different groups of students, or **setting up a range of work stations** around the classroom which contain an assortment of tasks for students to choose from.
Moreover, using an educational tool such as **Quiz** can save our hours of time because it automatically groups our students for us, and we can easily identify individual and whole class learning gaps.

- **Technology in the classroom**

Incorporating technology into our teaching is a great way to actively engage our students, especially as digital media surrounds young people in the 21st century.

Teaching with technology engages students with different kinds of stimuli- involve in activity based learning. Technology makes material more interesting. It makes students and teachers more media-literate and one such suggested is Multi media.

Interactive whiteboards or mobile devices can be used to display images and videos, which help students to visualize new academic concepts. Learning can become more interactive when technology is used as students can physically engage during lessons as well as instantly research their ideas, which develops autonomy.

Mobile devices, such as iPods and/or tablets, can be used in the classroom for students to **record results**, **take photos/videos** or simply as a **behaviour management technique**. Plus, incorporating **educational programmes** such as Quiz into our lesson plans is also a great way to make **formative assessments fun and engaging.**

- **Screen casts**

Screen casts also emerged as a prominent teaching tool. Screen casts are an effective way to **share ideas, deliver content, and obtain student feedback on the Internet.** Screen casts can be used for describing a step- by-step process, explaining a particular concept, or presenting a PowerPoint presentation with narration and multimedia elements.

- **Behaviour management**

Implementing an effective behaviour management strategy is crucial to gain our students' respect and ensure students have an equal chance of reaching their full potential.

Noisy, disruptive classrooms do no encourage a productive learning environment, therefore developing an atmosphere of mutual respect through a combination of discipline and reward can be beneficial for both us and our students.

Examples include **fun and interactive reward charts** for younger students, where individuals move up or down based on behaviour with the top student receiving a prize at the end of the week. **'Golden time'** can also work for students of all ages, with a choice of various activities such as games or no homework in reward for their hard work.

- **Problem-Based Learning (PBL)**

It is a teaching method in which **complex real-world problems are used as the vehicle to promote student learning of concepts and principles** as opposed to direct presentation of facts and concepts. In addition to course content, PBL can promote the development of critical thinking skills, problem-solving abilities, and communication skills

- **Flipped classroom**

The flipped classroom is a learning environment that provides students with a variety of means to study basic knowledge content as part of homework and preparation for class

meetings. The flipped classroom also **contains homework assignments as asynchronous classroom preparation**. Students may access the course materials as often as needed, and they can return to reflect upon the materials while building more difficult concepts later in their course.

- **Experiential learning**

Experiential learning is any learning that supports **students in applying their knowledge and conceptual understanding to real-world problems or authentic situations** where the instructor directs and facilitates learning

- **Jigsaw, Role-plays, Story-telling etc:**

There are many devices with the help of which one can teach effectively for e.g. Jigsaw, Role-Plays, Story telling etc. are very effective **in developing their linguistic competence**. If this method is used properly, language-learning becomes more interesting and easy.

- **Field work, Project work , Learning expeditions or Case Study Method**

Educators may also use case study method, field work, project work or learning expeditions for metamorphosis because such method is a powerful student-centered teaching strategy that can impart students with **critical thinking, communication, and interpersonal skills.**

- **Use of Mnemonic words**

Use of mnemonic words is also an innovative teaching method. Here the educator is not supposed to talk on a particular concept for a quite long time. But to make it clear, **he/she can just go on saying the associated words** technically known as mnemonic word.

- **MOOC**

MOOC is a new teaching method in Higher education. And it promotes active learning, where the learner **watches videos and engages in interactive exercises.**

- **Mind mapping**

Mind mapping is a learning technique which uses a non-linear approach to learning that forces the learner to think and **explore concepts using visual-spatial relationships** flowing from a central theme to peripheral branches which can be inter- related.

- **Professional development**

Engaging in regular professional development programmes is a great way to enhance teaching and learning in your classroom.

With educational policies constantly changing it is extremely useful to attend events where you can gain inspiration from other teachers and academics.

CONCLUSION

To raise the quality of teaching, we need to enhance teacher education, professional development, and life-long learning to include attitudes, dispositions, teaching style, motivation, skills, competencies, self-assessment, self-efficacy, creativity,

responsibility, autonomy to teach, capacity to innovate, freedom from administrative pressure, best conditions of work, and public sustenance. It can thus be concluded that any teaching slant without destroying the objective could be considered as metamorphosis in classroom teaching. The researcher also recommends that the teaching and learning would be highly effective and innovative if the educator comes out of rotten teaching slants: instead starts using novel and effective ones to deal with students of today and professionals of tomorrow.

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