

An Analysis of Most Commonly Used Teaching Practices among Academicians in Indore

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Abstract - This study can be replicate by increasing the sample size, area, colleges or selecting more cities. Any researcher can repeat this work by adding some more teaching methods and by taking response from other stakeholders. By the analysis of the results we conclude that interactive lectures and chalk board methods are mostly used by teachers as they are traditional methods.

Index Terms—Teaching Practices, Learning, Psychology of learning Effectiveness of various teaching practices.

I. INTRODUCTION

Teaching is the art and science of helping others to grow in their knowledge and understanding. Teaching means impart knowledge to instruct (someone) as to how to do something. Knowledge and understanding of the psychology of learning are basic to making decisions about and using appropriate instructional strategies and techniques. Some understanding by the teacher of the conditions that stimulate learning and how learning takes place is essential if instruction is to result in a high level of competence achieved. Teaching is best described as guiding and directing the learning process such that those who are learners acquire new knowledge, skills, or attitudes; increase their enthusiasm for learning; and develop further their skill as learners

II. TEACHING METHODS

Teaching method are the methods used for instruction to be implemented by teachers to achieve the desired learning by students. The teaching methods most commonly used among academicians in Indore are:

1. Lecture Method

The lecture method is a teaching method where the instructor acts as the primary information giver. The instructor typically stands

in front of the students and may use visual aid, such as-

a) PowerPoint Presentation.

b) Chalkboard or handout.

2. Demonstrating

Demonstrating is the process of teaching through examples or experiments.

3. Collaborating

Collaborating allows students to actively participate in the learning process by talking with each other and listening to other points of view.

4. Classroom Discussion

It is a democratic way of handling a class, where each student is given equal opportunity to interact and put forth their views. A discussion taking place in a classroom can be either facilitated by teachers or by students.

5. Group Discussion

A discussion is a group of individual with similar interest who gathers either formally or informally to bring up ideas, solve problems or give comments.

6. Presentation

Presentations relatively brief spoken reports detailed once work – can take place in arrange of settings; the small group class room, the work place, as a section of a large lecture, in a team meeting..

7. Seminar

Formal presentation by one or more accepts in which the attendees are encourages discussing the subject matter.

8. Conference

A conference is generally Understood as a meeting of several people to discuss particular topic.

9. Case Study

A case study is an account of an activity, event or problem that contains a real or hypothetical situation and includes the complexities you would encounter in the work place. Their case studies are used to help you see how the complexities of real life influence decisions.

10. Open Learning

Method Open learning is an innovative movement in education that emerged the 1970's in evolved into fields of practices and study.

11. Brainstorming

It is a large or small group activity that encourages students to focus on a topic and contribute to the free flow of ideas.

12. Role Play

It refers to activities where students stimulate scenario by assuming specific roles. In the class room, students can work through a situation and practice behavior for the real world.

13. Debate

When a teacher uses the debate as a frame work for learning, she/he hopes to get students to conduct comprehensive research into the topic, gather supporting evidence, engage in collaborative learning, delegate tasks, improve communication skills and develop leadership and team skills-all at one go.

14. Chalk Board

The chalk method of teaching focuses on the blackboard and the lecturer's voice and also the activities to be precise, the physical activities. This method can be preferred for presenting lectures and talks

15. Game Method

An educational game is a game designed to teach humans about a specific subject and to teach them a skill.

16. Laboratory

Method Under this method, teachers encourages the students derive various scientific laws and principles on their own by getting personally involved in the experiment work.

III. LITERATURE REVIEW

The purpose of this study is to identify perceptions of management and technical education teachers in the Indore city regarding selected principles of teaching and learning, the current use selected instructional methods and tools and their effectiveness, and to develop a model for guiding the selection of teaching-learning strategies in education.

One of the studies of The current science education reform movement emphasized the importance of professional development as a means of improving student science achievement. Reformers have developed a vision for professional development based upon intensive and sustained training around concrete tasks that is focused on subject-matter knowledge, connected to special standards for student performance, and embedded in a Systemic context. Using data from a National Science Foundation Teacher Enhancement program called the Local Systemic Change initiative, this study employs hierarchical linear modeling to examine the relationship between professional development and the reformers' vision of teaching practice. The findings indicate that the quantity of professional development in which teachers participate is strongly linked with both inquiry-based teaching practice and investigative classroom culture. At the individual level, teachers' content preparation also has a powerful on teaching practice and classroom culture. At the school level, school socioeconomic status was found to practices more substantially than either principal Supportiveness or available resources' 2000 John Wiley & Sons, Inc. *J Res Sic Teach* 37: 963 ± 980, 2000

Man sour, Nasser, (2004) in his study said teachers' beliefs forms part of the process of understanding how teachers conceptualize their work which in turn is important to the understanding of teachers' practices and their decisions in the classroom. A growing body of research argues that teachers' beliefs should be studied within a framework that is aware of the influence of culture. These studies also argue that teachers' beliefs and practices cannot be examined out of context. This shows that the relationship between teachers' beliefs and their practices is complex and context dependent. Some researchers have found consistencies between teachers' beliefs and their practices whilst others have found inconsistencies. The purpose of this paper is to present an argument about the relationship of teachers' beliefs and practices and to find out frameworks of understanding the consistency and inconsistency of this relationship. In this paper, I explore the nature of teachers' beliefs.

Tyler (1969) proposed two general principles to guide teachers in selecting learning experiences namely (1) for a given objective to be attained; a student must have experiences that give him an opportunity to practice the kind of behavior implied by the objective. For example, if one of the objectives is to develop skill in problem solving, this

cannot be attained unless the learning experiences give the student ample opportunity to solve problems. (2) The learning experiences must be such that the student obtains satisfactions from carrying on the kind of behavior implied by the objectives.

Kassem (1992) defined teaching techniques as teacher's activities in the class to involve students in the subject matter, and requires that students participate in learning activities, share equally with other learners, and react to the learning experience. The teacher also needs to work with students as a friend, make the learning place more comfortable, organize his/her lesson plans, and influence students by using different teaching methods. The teaching goals must be adapted to the needs and interests of learners, while teaching strategies should be carefully used to improve learning and make the subject matter useful.

M	Male	22
F	Female	27

IV. OBJECTIVES

1. To find out most frequently used teaching practices by teachers of various collages of Indore city.
2. To measure the effectiveness of various teaching practices used by college teachers.

V. RESEARCH METHODOLOGY

A Research design is a specific procedure for conducting and controlling the research project. Every Finance research must explicitly state its plan about collection and analysis of data. It is the conceptual framework within which the study is conducted and deals with the procedures used in the study for the purpose of investigation.

The population is Academies of Indore and the sample size is 50. the sampling method which I used in research is judgmental sampling and the tools for data collection is questionnaire and the tools for data analysis is bar graph and pie chart.

Population – Academies of Indore

Sample Size-50

Sampling method- Judgmental sampling

Tools for data collection- Questionnaire

Tools for data analysis- Bar graphs & Pie charts

VI. RESEARCH DESIGN

A research design is arrangement of condition for collection and analysis of data in a manner that aims to combine relevance to the research purpose.

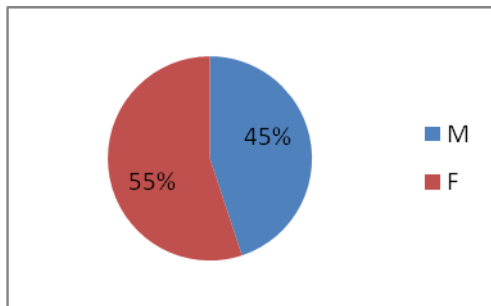
Judgmental sampling is a non-probability sampling technique where the researcher selects units to be sampled based on their knowledge and professional judgment. This type of sampling technique is also known as purposive sampling and authoritative sampling. Purposive sampling is used in cases where the specialty of an authority can select a more representative sample that can bring more

accurate results than by using other probability sampling techniques. The process involves nothing but purposely handpicking individuals from the population based on the authority's or the researcher's knowledge and judgment.

VII. RESULTS AND DISCUSSIONS

1. Gender-

Male Female



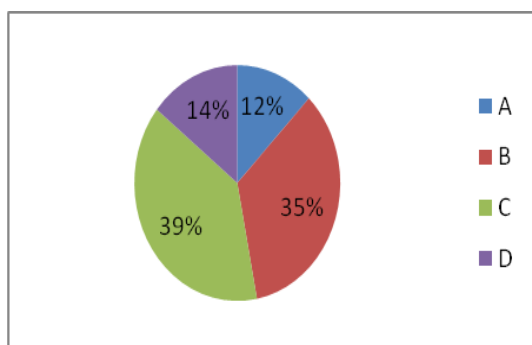
Interpretation From analysis of above pie chart it is clear that, there are 45% male and 55% are female respondents. we can say that females are more interested in teaching field.

2. Years of Experience in Teaching-

Less than 2 Years 2-5 Years

5-10 Years More than 10 Years

A	Less than 2 years	6
B	2-3 years	17
C	5-10 years	19
D	More than 10 years	7

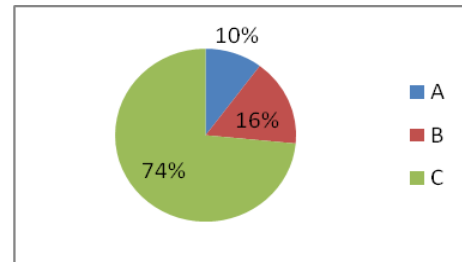


Interpretation From analysis of above pie chart it is clear that, most of the teachers have experience of 2-10 years in teaching field as satisfied by the age group of 30-40 years.

3. Designation-

Professor Associate Professor

Assistant Professor

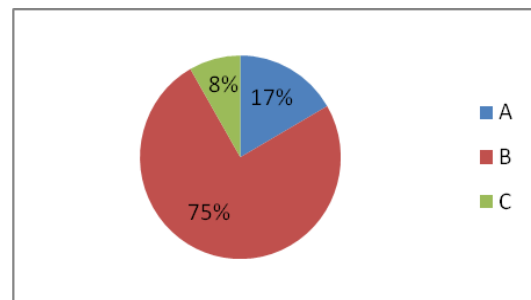


Interpretation From analysis of above pie chart it is interpreted that, 74% are assistant professor as most of the respondents have experience of teaching between 2-10 years.

4. How many lectures do you take in one day?

- 1-2
- 3-4
- More than 4

A	1-2	6
B	3-4	36
C	More than 4	4



Interpretation From the above pie chart it is interpreted that, most of the respondents are taking 3-4 lecture in one day.

5. How many subjects are you teaching in each semester?

- 1-2
- 3-4
- More than 4

A	1-2	22
B	3-4	16
C	More than 4	11

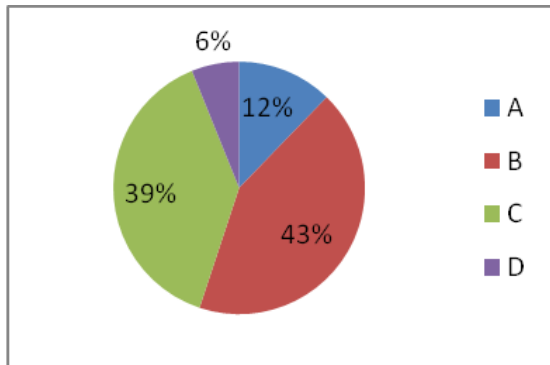
Interpretation From the above chart, we can conclude that each teacher teaches on an average 2 subjects in a each semester.

A	Professor	5
B	Associate Professor	8
C	Assistant Professor	3

6. How many students (on an average) each class has?

- 10-20
- 21-40
- 40-60
- More than 60

A	10-20	6
B	21-40	21
C	40-60	19
D	More than 60	3



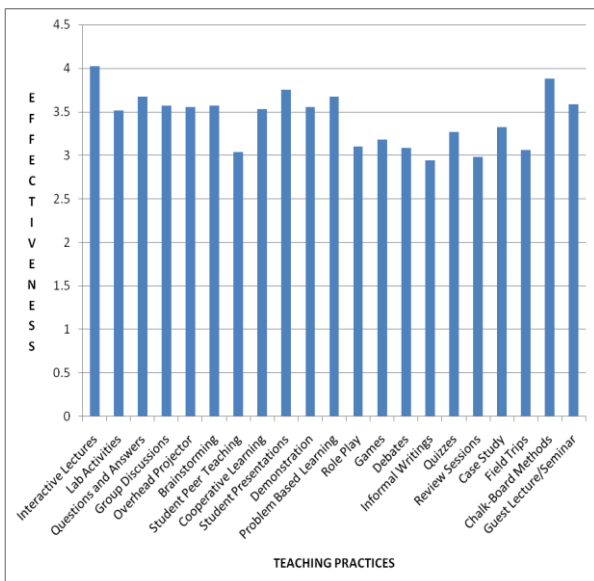
Interpretation From the above pie chart it is clear that, almost 82% of respondents has 21-60 average of students in each class.

VIII. SCOPE FOR FUTURE WORK

This study can be replicate by increasing the sample size, area, colleges or selecting more cities. Any researcher can repeat this work by adding some more teaching methods and by taking response from other stakeholders sample size. If the sample size and more teachers can be added in it then it will be helpful. In this we have taken teachers of some colleges with different facilities availability. So that we get knowledge about most commonly used teaching practices among academicians, and all about the expectations, limitations and can be better understanding to be developed. We think if we do these changes the result of this study may vary different expectations and potential result

IX .LIMITATIONS

Every research has lots of potential to find out unknown facts which can valuable for the institutions and for the students. As our study was conducted in Indore with the small scale.



X. CONCLUSION

With the help of literature review we get knew about the various teaching practices used by teachers in colleges which are-

1. Interactive lecture.
2. Lab activity.
3. Questions and answers.
4. Group Discussion.
5. Overhead Projector.
6. Brainstorming.
7. Student peer Teaching.
8. Cooperative learning/ Team Based learning.
9. Student presentation.
10. Demonstrations.
11. Problem Based Learning.
12. Role Play.
13. Games / Simulation.
14. Debates.
15. Information writing.
16. Quizzes.
17. Review Sessions.
18. Case Study.
19. Field Trips.
20. Chalk Board Method.
21. Guest lecture / Seminar

In our study, we found that most of our respondents are belonging to age group 30-40 years. Females are dominating males in teaching fields as there are 55% of female respondents. From our study we get to know that most of the teachers have experience of 2-10 years in teaching fields, so most of our respondents are at designation of assistant professor & very few are at the designation of professor. 75% of the teachers take 1-2 lectures in a single day in our sample size & they teach 1-2 subjects in each semester and they have 21-60 average students in each class.

By the analysis of the results we conclude that interactive lectures and chalk board methods are mostly used by teachers as they are traditional methods. Apart from these practices other commonly used practices are questions and answers and student presentations. Student peer teaching , problem based learning, role play, games and field trips are least used practices which is used by academicians in Indore.

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