TEACHERS, TEACHING METHODS, AND HIGHER EDUCATION

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ABSTRACT

The purpose of this review is to highlight the importance of teaching methods and the selection of teaching methods to reach and enhance the learning objectives and outcomes. Introduction to teaching and learning relationship, with an overview of roles of teacher, student, and curriculum in higher education institutions of country has also been provided. Strategies and adoption of certain teaching methods have also been mentioned to enhance the understanding of the reader.

Keywords: Teaching methods, selections of teaching methods, A Cross-Disciplinary, scientific knowledge, higher education and conceptualization.

I. INTRODUCTION

Educational planning is the key factor to run an educational institute and teaching is the most important component of it but outcomes of whatever has been planned aren’t as ideal as expected. For teachers, selection, adaption, and context of teaching method are very much important in today’s multifaceted world. However, no study has yet been conducted to compile complete information about the teaching methods. That's why a proper review that can provide complete insight into the aims, potential, and importance of teaching methods is always necessary. (Mohiuddin, et al 2020). Teaching methods have always been important for higher education because they act as an interface between teachers, learners, and curriculum. However, the conceptualization of knowledge and influences of teaching method in higher education is difficult to define exactly. (Sachou, M. E. 2013, June).

II. LITERATURE REVIEW

Sending and receiving information are the two important aspects of teaching. A teacher, according to his concepts and expertise, tried his best to deliver educational and scientific knowledge and facts to his pupils. To teach, various new and advanced methods are now being preferred because they have the potential to empower and enhance the quality of education of any level and in turn helps in the development of goals for the country. (Bourner, T., and Flowers, S. 1997).

One of the objectives of this review is to point out the best teaching methods that in turn can help to impart knowledge to students in an innovative way(Sachou, M. E. 2013, June).

Research policy framework

1 An indication of the future
1.1 Necessities and Walls
1.2 Procedures and Approaches of Teaching in Higher Education Foundations
2 A Cross-Disciplinary Study
2.1 Teaching Methods - Moralizing and Enabling in Higher Education
2.2 Collaborating teaching methods in modern higher education
3 Academic Freedom
3.1 Innovative Methods of Teaching
3.2 Methods of Teaching Centered on Learning and Formative Assessment in Higher Education

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The construction of a viable and new vision for teaching and learning methods for the achievement of certain life goals is very important. Traditionally, the teaching staff of HE had been delivering the knowledge same in the way they experienced and observed as students, however, this trend is not well appreciated. And that's because, education and educational institute now a day has to face certain situations such as the declining level of resource per student, increased focus on the marketing of teaching development and quality through communication technologies as well as other sources of knowledge propagation. It is also important to mention that these factors are also contributing to uplift the role of teaching and learning methods play for institutional programs, plans, and agendas of higher educational organizations, especially the universities. (Bourner, T., and Flowers, S. 1997).

The costs appertained and associated with the teaching staff cover the big allowance and that's why the declining units of teaching resources have diverted the attention over the teaching methods. Moreover, marketing of teaching methods as performance indicators, also played an important part to increase the attention of institutions toward the teaching methods. The practice of teaching as observed and evaluated has also been affected by the methods of communication and delivery of knowledge and these two factors are inevitable and compelling, which is why they have a big concern and role in teaching methods. (Bourner, T., and Flowers, S. 1997).

Effective and efficient ways of teaching have always been appreciated and promoted at all levels of education, whether it's the local level, national level, international, or all levels in between. If we look at the national level, the focus on innovation, creativity, and effectiveness in teaching and learning has been emphasized as a key for the enhancement of quality and cost-effectiveness by HEQC. While on the international level, an example was set by the University of Brighton's Business School for the improvement in the effectiveness of teaching and learning by the development of their internet. While, the work of the Oxford Centre for Staff Development can be taken as an example from 'in-between', as they promoted 'resource-based learning' through the publications and workshops within the universities (Bourner, T., and Flowers, S. 1997).

The success of teaching is dependent upon the extent to which students get the idea and concept related to certain topics. New dimensions have been adapted for the teaching process and it's clear that in this age of science and technology, teaching is not taken as a one-sided affair anymore. Rather it's a tripolar process in the context of modern development and it doesn't appreciate the traditional way of teaching. The change in both developed and developing countries has been witnessed due to information and population explosion. However, universities tend to practice the same teaching methods as before. It is important to understand those teaching methods are the ways through which teacher and pupil interact organically and mutual interactions are being made. Various methods through which students are taught have been discussed previously as project method, seminar method, demonstration method, and Dalton's plan. (Bidabadi, et al 2016).

Previously a study was executed in an Iranian institute to examine effective teaching in higher education. This study was based upon the views and experiences of the best professors of Isfahan University in contrast to the experiences of the best professor of the whole country. This study suggested a mixed-method approach as the best teaching method because it includes both factors i.e student-centered and teacher-centered. Along with that educational planning and previous readiness were found to assist the better outcomes. However, it was also reported that certain barriers and requirements were faced when teachers used the reported method. These requirements were found to be associated chiefly with professors’ outlook and behavior. And on the other hand, barriers related to law, regulation, and professors' operation were also found and discussed further for teacher’s preparation in education. Bachelors, M. S. Forms and Methods of Teaching in Higher Education Institutions.

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A good teaching method enables a student to question his preconceptions, it motivates him to learn more no matter how many difficult situations are put in front of him. It makes him a person who sees himself responsible for finding problems, evaluating them thoroughly, and then answering the solutions through his mindset. Awards should be presented to faculty members as a way to improve teaching quality for these barriers and requirements. Teachers and professors no matter local or national are the leaders who provide ideas, insights, and strategies to improve education and empower effective teaching strategies in higher education. Lastly, their involvement in the regulation of teaching rules is also an important factor and service which they provide (Bidabadi, et al 2016).

To learn any concrete issue, only one method isn't enough and that's why the combination of different methods is used by teachers during the teaching process. The important, widely spread, and effective methods for teaching and learning are defined and mentioned below: These methods should be chosen according to the aim and objectives of teaching.

1) In interactive teaching, the most widely spread teaching method is known as the 'discussion and debate' method, which plays an important role in students' activity and involvement during the lesson. It develops the reasoning skills of students by active discussion, as a result not only the answers to the question posed by teachers are found but it helps the student to sustain their ideas;

2) The second method of teaching teams up the students to solve a problem together and it's known as cooperative teaching. It enables them to interact with each other to share their views and ideas over a problem or a question. As a result, not only do they learn the subject on their own but also learn to assist other fellow student. It enhances their leadership as well as social skills. They work together and support each other to find the solutions and become master of the issue;

3) Another method of teaching is known as the collaborative teaching method, which is similar to the previously mentioned method. However, it splits the students into groups and assigns those tasks and time to complete an activity. In this type of method although the group members share their opinions yet they work separately on the same issue. In this type of method, functions are shifted between each group member, and maximum student involvement is ensured.

4) A concrete problem is used in the initial stage of Problem-based learning. It helps to integrate the process and require knowledge as a whole.

5) Step by step solving of a given solution is the basis of the heuristic method. Independent fixing of the problem is dealt with in this kind of method.

6) Another method is the case study method, in which a special problem is given to students, and they are required to review the problem thoroughly and give their report over it. It can be a discussion related to the forensic case as well as a problem posed by political sciences (Bachelor's, M. S. Forms and Methods of Teaching in Higher Education Institutions) (Mohiuddin, et al 2020).

Lecturing and facilitation are the two most important dimensions that should be understood instead of challenging, within the same learning process. That's because the positivist notions of knowledge are sometimes insufficient and can't be taken appropriately. One can understand teaching in the terms of 'banking'. It is a model of learning which explains that a student can be taken as a bank in which a teacher deposits knowledge and expertise with time. This concept explained the teaching and learning process very well, yet it is not sufficient because learning isn't only based upon the input of teachers, rather it also depends upon the participation of students during the class. Hence, a deeper understanding is also expected from students, because it displays their approaches and reflects their very own values about what they learned and how they learned. As a whole, sharing of perspective can emerge as a new teaching method (Regmi, K. 2012).

The main strategy of modern education should focus on the student's independent activity, the organization of self-learning environments, and experimental and practical training, where students have a choice of actions and can use initiative as well as flexible training programs where students can work in a comfortable rhythm. Flexible training programs and strategies that focus on student’s independence, choice of actions, self-learning, experimental and practical training should be the focus of higher education institutions to support the comfortable learning rhythm. And in this regard, the method of training infrastructures that encourages the professional
interests and enhances the impact of training material to provide a piece of knowledge with enhanced strength, spirit, freedom and motivation, are important for their contribution to the competencies of future specialists. Moreover, behavioral modeling, peer feedbacks, metaphor game, storytelling, action learning methods are important for professional training (Yakovleva, N. O., & Yakovlev, E. V. 2014).

The emphasis on student engagement during teaching and learning has the power to derive the teaching method towards the active teaching methods fosters meaningful learning through maximum student’s involvement. Moreover, peer learning methods also played part in the promotion of meaningful and formative assessment of student’s activity (Sá, S. O., Alves, M. P., & Costa, A. P. 2016).

The concept of the main purpose during teaching should also be taken into account by professors to avoid the negative repercussions and to enhance the teaching outcomes. In this regard, professors should be provided with full freedom in choosing teaching methods because most of the time, despite teaching expertise, it was observed that wrong teaching methods resulted in negative outcomes and the purpose of teaching and learning wasn't fulfilled (Finn, S. 2020).

A teacher tries to provide the best of his knowledge and that's why the selection of teaching method becomes important automatically, not only to deliver the knowledge but to avoid the destruction of learning objectives. The innovative methods of teaching aren't only important for classrooms but also important for the whole country because effective teaching delivers effective knowledge and the knowledge if delivered through the appropriate method, produces the learners who have the expertise to empower their country, people, and governance (Subramani, P. N., & Iyappan, V. 2018).

III. CONCLUSION

Being an ancient practice, teaching and learning is as old as the universe itself. But in the 21st century, with the advancement of knowledge, the importance of effective teaching methods has also been advanced. In a conclusion, one cannot depend on the single teaching method rather the whole system and environment should contribute to select an appropriate teaching method. In this regard, the role of the professor as an expert cannot be denied while on the other hand student activity and contribution during the lesson is also important for the enhancement of learning. As a whole, there is a need to explore the importance, impact, spirit of teaching methods at higher education institutions to enhance reach the objectives and aims.

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