
ATTITUDE OF TEACHER EDUCATORS TOWARDS ACTIVE LEARNING METHODOLOGY (ALM) IN RELATION TO THEIR GENDER, LOCALITY, ACADEMIC QUALIFICATION AND TEACHING EXPERIENCE

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BACKGROUND: Active Learning Methodology fulfils a long-felt need of re-orientation of the classroom process for Upper Primary Sections towards a child centric approach. The magic Active Learning Methodology arouses the creativity and curiosity among the children. The Active learning is an approach to instruction that involves actively engaging students with the course material through discussions, problem solving, case studies, role plays and other methods.

METHOD AND PROCEDURE: The Method adopted for the present study is normative survey method. The questionnaire on Attitude of Active Learning Methodology consists of 30 items given to 70 Male and Female teachers educators selected from the teacher training Institutes located in Solan and Sirmour Districts of Himachal Pradesh by using random sampling technique Independent T-test differences between means were used to analyse the collected data.

FINDINGS: The results of the study found that Active Learning Methodology has significant impact on students learning. It was concluded that: **i)** there is no significant difference between the attitudes of teacher educators towards the ALM, however the mean score in case of rural teacher educator is higher than that of urban Teacher educator it is inferred that the rural teachers show better attitude towards the Active Learning Methodology when compared to urban teachers. **ii).** It is inferred from the distributed sample among different teaching medium (Hindi, English) teachers and It is found that Attitude of Hindi and English Teachers differ significantly. Hence it may be due to the influence of Mother Tongue in Subject Hindi for easy understanding and communication and it was not found to be better in Subject English because it was an official language and most of the students belong to rural background **iii).** In case of Under-Graduate and Post-Graduate Teachers, it is concluded that there is no significant difference in Attitude of Under-Graduate and Post-Graduate Teachers educators. On the other hand Teacher educators experience more than 8 years and Teacher educators experience less than 8 years, Hence it is concluded that there is no significant difference in Attitude of Teacher educators experience more than 8 years and Teacher educators experience Less than 8 years.

KEYWORDS: ATTITUDE, ACTIVE LEARNING METHODOLOGY (ALM).

INTRODUCTION: In Indian Education System today, all people are under pressure to use the innovative strategies in the teaching and learning process, to teach the students the knowledge and skills that are required in this 21st century. School and Colleges are expected to provide opportunity for using the skills in the classroom. School is structured around translating the subject matter in the simplest way to acquire the knowledge. The industrial revolution made many things possible. It has brought the mass schooling that was built around the dominant view of the time. Access to knowledge means having a teacher "tell" and "explain. This was the most efficient way of transacting the required knowledge.

Active learning approaches place a greater degree of responsibility on the learner than passive approaches such as lectures, but instructor guidance is still crucial in the active learning classroom. Active learning activities may range in length from a couple of minutes to whole class sessions or may take place over multiple class sessions. The term active learning is not new. Teachers, schools and institutions of higher learning have searched for active learning methodologies. It was gratifying to discover that university departments, colleges of medicine and veterinary science, institutes of geological sciences and a host of others have also generated much documentation on the subject. The difficulties of a largely lecture oriented learning environment, the principles and strategies for an active learning environment have been explored in different ways.

In the Education Field, teaching has taken a transformation where students are no longer restricted to learning on the basis of reading, writing and arithmetic. It has been suggested that students whose activity is engaged with the material are more likely to recall information. Mayer (2004) emphasized that the learners should be cognitively active. Active Learning is a term used to identify teaching methods that are required for the students to be actively engaged in the Learning Process. Some Cognitive research has shown that a significant number of individuals have learning styles best than lecturing. Development and Implementation of techniques requires that teacher becomes knowledgeable about active learning strategies and this may be an alternative approach of instruction being followed in the schools. The classroom and the given content are

taken. This may be considered faulty by many. But the steps into tomorrow have to lead from what exists now. We cannot imagine schools in entirely new circumstances -different building, teachers, books etc. Whatever methodologies we choose have to be viable in the present circumstances. Thus the approaches suggested here are those that may find applicability in many circumstances. Not fighting with what exists, but searching for creative possibilities within the circumstances, yields many interesting insights and possibilities. This chapter attempts to answer some basic questions

Numerous Evaluation studies have been undertaken in the United States to examine the advantages of active –learning in appropriately adapted classes. This approach emphasizes active learning by students in large classes of fifty or more students. Students in the classes were made to sit in the form of circle, consisting of nine students and every three students form a group. A significant proportion of lesson is distributed to every group to do activities, such as problem solving, simulation, laboratory investigations, researching the websites to practice and acquire skills. A wide range of evidence has been supported in the concept of active learning students achieve higher conceptual understanding compared to other students who studied the same courses in the traditional learning approach. Active learning refers to techniques where students do more activities than listening to a lecture. Students are doing something including discovering, processing, and applying information.

ACTIVE LEARNING

Research and anecdotal evidence overwhelmingly support the claim that students learn best when they engage with course material and actively participate in their learning. Yet the traditional teaching model has positioned students as passive receptors into which teachers deposit concepts and information. The model has emphasised the delivery of course material and rewarded students adept at reflecting the course content in assessments. The spoils have tended to go to students with good short-term memories and reading skills.

The term "active learning" has been more understood intuitively than defined in commonly accepted terms. As a result many educators say that all learning is active. Are not students actively involved while listening to lectures or presentations in the classroom? Research however, suggests that students must do more than just listen: They must read, write, discuss or be engaged in solving problems further, students must be engaged in such higher-order thinking tasks as analysis, synthesis, and evaluation, to be actively involved. Thus strategies promoting activities that involve students in doing things and thinking about what they are doing may be called active learning.

Bonwell and Eison state that students must do more than just listen: They must read, write, discuss, or be engaged in solving problems. Most important, to be actively involved, students must engage in such higher-order thinking tasks as analysis, synthesis, and evaluation. Within this context, it is proposed that strategies promoting active learning be defined as instructional activities involving students in doing things and thinking about what they are doing."

Use of these techniques in the classroom is vital because of their powerful impact upon students' learning. Studies have shown that students prefer strategies promoting active learning to traditional lectures. Other research studies evaluating students' achievement have demonstrated that many strategies promoting active learning are comparable to lectures in promoting the mastery of content but superior to lectures in promoting the development of students' skills in thinking and writing. Some cognitive research has shown that a large number of individuals have learning styles that are best approached using pedagogical techniques other than lecturing.

While the past decade has seen an explosion of interest among college faculty in 'active learning' and 'cooperative learning', college faculty still teach their classes in the traditional lecture mode. Education once was thought of as a process of transmission (i.e., pouring knowledge into empty vessels), research has made it abundantly clear that the quality of teaching and learning is improved when students have enough opportunities to clarify, question, apply, and consolidate new knowledge. There are many teaching strategies that can be employed to actively engage students in the learning process. Some of these are group discussions, problem solving, case studies, role plays, journal writing, and structured learning groups.

The benefits of using such activities include improved critical thinking skills, increased retention and absorption of new information, increased motivation, and improved interpersonal skills. However, research also indicates that by re-organising or adapting the ways they present material to students, instructors can create an environment in which knowledge retention is significantly increased; of course, such situations require the cooperation of the students themselves. One of the best methods is to implement so-called active learning.

ACTIVE LEARNING METHODOLOGY

Active learning methodology is also a form of activity based learning. It makes all learners to participate in learning. In this method the students involve in reading, writing, speaking, drawing, sharing, expressing the skills and questioning individually and in groups. Active learning involves students in doing things and thinking about what they are doing.

According to Bonwell and Eison students must do more than just listen. They must read, write, discuss and solve problems. They must engage in higher-order thinking tasks. The tasks are analysis, synthesis and evaluation. Students like strategies promoting active learning than traditional lecture method. In active learning, the students are doing something including discovering, processing and applying information.

Many teaching strategies can be employed to actively engage students in the learning process. The activities in ALM improve skills in critical thinking, increase motivation and retention and interpersonal skills. Active learning involves students directly and actively in the learning process. Instead of simply receiving information verbally and visually, the students are receiving and participating and doing. Active learning methodologies require that the student must find opportunities to meaningfully talk, listen, write and read.

ADVANTAGES OF ALM:

(1) Students are involved in learning (2) More emphasis on developing students' skills. (3) Students are involved in higher-order thinking (Analysis, Synthesis & Evaluation) (4) they are engaged in reading, discussing and writing activities.

Active learning shifts the focus from the teacher to the student. Active learning derives from two basic assumptions: (1) That learning is by nature an active endeavour and (2) That different people learn in different ways.

SIGNIFICANCE OF THE STUDY:

This study has taken in view that the teaching strategy of Active Learning Methodology which has been recently introduced in schools. Method of teaching and learning has great influence in the educational process. Teacher educators are the professional who have the responsibility to prepare the would be teacher for the new generation schools. So they should be equipped with the teaching methods, techniques and strategies which can enhance the learning level and understanding of the new concept among the students at the elementary, Higher and Higher Secondary schools. Thus the title of the problem is to study the Attitude of Teacher educators towards Active Learning Methodology.

OBJECTIVES OF THE STUDY:

- To analyse the teaching of Active Learning Methodology (ALM) among the Teacher educators.
- To compare the Attitude of teacher educators teaching in Hindi and English Medium through ALM.
- To compare the significance of Attitude of teacher educators towards teaching through Active Learning Methodology in relation to their Locality.
- To compare the significance of Attitude of Teacher educators towards Active Learning Methodology in relation to their Gender, Qualification and Experience.

HYPOTHESES OF THE STUDY:

- There will be a significant difference in the attitude of teacher educators towards the teaching through Active Learning Methodology.
- There will be no significant difference in the attitude of teacher educators of Hindi and English Medium towards the teaching through Active Learning Methodology.
- There will be a no significant difference in the attitude of teacher educators towards the teaching through Active Learning Methodology in relation to their Gender.
- There will be a no significant difference in the attitude of teacher educators towards the teaching through Active Learning Methodology in relation to their Gender, Qualification and Experience.

MATERIAL AND METHOD:

The Method of the study adopted for the present study is normative survey method. The attitude of Active Learning Methodology (ALM) consists of 30 items. The respondents who answer those items should specify yes/no for each and every item. If their response yes it carries one mark and no carries zero mark. A sample (70 teacher educators) of the study was taken from the teacher training Institutes (B.Ed. Colleges) located in the Solan and Sirmour Districts of Himachal Pradesh using Random Sampling technique.

DATA ANALYSIS:

The accumulated data was analysed using SPSS software package. The statistics were defined in tables as well as inferred statistics. Independent T-test differences between means were used.

RESULTS AND INTERPRETATIONS:

TABLE NO: 1
ATTITUDE OF RURAL AND URBAN AREA TEACHER EDUCATORS TOWARDS ACTIVE LEARNING METHODOLOGY (ALM)

RESPONDENTS	N	MEAN	SD	T -VALUE
RURAL TEACHER EDUCATORS	34	2.45	0.725	0.3352*
URBAN TEACHER EDUCATORS	36	2.20	0.845	

*Significance at 0.01% level

From the above table, the calculated t-value is less than table value at 0.01% level of significance. Which indicate that there is no significant difference between the attitudes of teacher educators towards the ALM, however the mean score in case of rural teacher educator is higher than that of urban Teacher educator it is inferred that the rural teachers show better attitude towards the Active Learning Methodology when compared to urban teachers. Hence it may be due to the fact that rural teachers motivate their students to actively participate in group activities

TABLE NO 2:
ATTITUDE OF HINDI AND ENGLISH MEDIUM TEACHER EDUCATORS TOWARDS TOWARDS ACTIVE LEARNING METHODOLOGY (ALM)

RESPONDENTS	N	MEAN	SD	T -VALUE
HINDI MEDIUM TEACHER EDUCATORS	25	2.59	0.745	2.2015*
ENGLISH MEDIUM TEACHER EDUCATORS	27	1.84	0.804	

*Significance at 0.01% level

*denotes significance at 0.05% level

It shows that the calculated t-value is higher than the table value at 0.05% level of significance. Hence the hypothesis is not accepted. It is inferred from the distributed sample among different subject (Hindi, English) teachers and It is found that Attitude of Hindi and English Teachers differ significantly. Hence it may be due to the influence of Mother Tongue in Subject Hindi for easy understanding and communication and it was not found to be better in Subject English because it was an official language and most of the students belong to rural background.

TABLE NO 3:
ATTITUDE OF MALE AND FEMALE TEACHER EDUCATORS, UNDER-GRADUATE AND POST GRADUATE TEACHERS, EXPERIENCED AND INEXPERIENCED TEACHER EDUCATORS ON ACTIVE LEARNING METHODOLOGY (ALM)

RESPONDENTS	N	MEAN	SD	T -VALUE
Male teacher	32	2.24	0.779	0.755
Female teachers	38	1.98	0.789	
Under graduate teachers	20	1.97	0.758	1.759
Post graduate teachers	50	2.35	0.759	
Teachers experience more than 8 years	18	2.48	0.757	1.458
Teachers experience Less than 8 years	52	1.85	0.780	

From the above table-3 the calculated t-value is less than the table value at 0.01% and 0.05% level of significance. Hence it is concluded that there is no significant difference in Attitude of Male and Female Teacher educators.

In case of Under-Graduate and Post-Graduate Teachers, calculated t-value is less than the table value at 0.01% and 0.05% level of significance. Hence it is concluded that there is no significant difference in Attitude of Under-Graduate and Post-Graduate Teachers educators.

On the other hand Teacher educators experience more than 8 years and Teacher educators experience less than 8 years calculated t-value is less than the table value at 0.01% and 0.05% level of significance. Hence it is concluded that there is no significant difference in Attitude of Teacher educators experience more than 8 years and Teacher educators experience Less than 8 years

CONCLUSION:

“A lesson is the process in which the teacher’s notes go straight to the students’ notes, without passing through the brains of either.” Promoting active learning is not an easy task to be achieved, and teachers play a key role in its implementation process. The application of active methodologies is not just limited to ‘try’ a different pedagogical activity with the students or to promote debates in class. Actually, it means that the effective use of these techniques requires a new philosophical stance from both the teacher and the student. Such stance is essentially different from that observed in traditional lectures, which just expects the teacher to “teach” and the students, to “learn”. Often, just after the new teaching strategies are implemented that it is possible to recognize and overcome the knowledge transfer-based traditional lectures. This negative aspect of traditional methodologies may be summarized in the sentence by Mark Twain which is often quoted in the literature:

A good active methodology should be constructivist, collaborative, interdisciplinary, contextualized, reflective (always involving ethics and values), critical, investigative, motivating, challenging and humanist. Active learning strategies have been increasingly used in school environments, as teachers learn their benefits.

In a learning space, students have a right to learn in an atmosphere of free from fear. Often teaching and learning are linked logically in the educator's mind. The endeavour to move in the direction of an active learning classroom will falter if: adequate teacher training inputs particularly helps teacher to internalize the philosophy, and principles of Life. The Research study enables the students to involve themselves in the learning process. Hence explorative movement from the child is more significant of getting the right answer, support of individual well being in an Active Learning atmosphere.

Our society today needs young people who are flexible, creative, and proactive – young people, who can solve problems, make decisions, think critically, communicate ideas effectively and work efficiently within teams and groups. The ‘knowing of knowledge’ is no longer enough to succeed in the increasingly complex, fluid, and rapidly evolving world in which we live. In order to optimise life-long learning and potential success it is now widely accepted that young people need to have opportunities to develop personal capabilities and effective thinking skills as part of their well-rounded education.

Studies have shown that the active learning improves the understanding and retention of information, and that it is effective to develop higher-order cognitive skills such as the problem-solving ability and critical thinking. At the end of a positive active learning experience, both students and teachers will be benefited from the concepts described in the current paper. The definition of success in education should not be exclusively restricted to performance evaluations and approval rates—which, in a way, measure the quality of learning in our community; it must also include the meaning of a much larger, lasting and enjoyable experience, which is depicted by the real satisfaction of both the teacher and the student.

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