

Feedback of students on teaching techniques adopted in class by the teacher to enhance their skills and knowledge

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ABSTRACT

Teaching Techniques not just aims on enhancing one's existing skills, but also focuses upon developing skills of the student, especially in academics. It cannot be just restricted to theoretical aspect, but practical skill as well as theoretical knowledge both needs to be given due consideration. Various Teaching Techniques if blended together will benefit the students. There is a need for teacher to adopt variety of teaching techniques in teaching because different students have different capabilities and skills; few are good in adapting theoretical knowledge and concepts, while few prove better in practical skills. These techniques prove to be beneficial for students, for the overall development. The current study focused on the feedback which was availed from the undergraduate and postgraduate students of the department regarding the satisfaction experienced by the students from the use of innovative teaching techniques adopted by the teachers for enhancing knowledge and skills.

Key Words : Students feedback, Teaching, Techniques, Enhancing knowledge and skills

INTRODUCTION

“Education is the manifestation of perfection already in man”

– (Swami Vivekananda)

Education is a light that shows the mankind the right direction to flow. If education fails to inculcate self-discipline and commitment to achieve in the minds of student, it is not their fault. One has to convert education into a sport and learning process, has to generate interest in the students and motivate them to stay back in the institution rather than running away from it. Education should become a fun and thrill for the students rather than burden and boredom. It is an integral part of one's growth and helps them become good citizens. Education is an engine for the growth and progress of any society. It not only imparts knowledge, skills and inculcates values, but is also responsible for building human capital which breeds, drives and sets technological innovation and economic growth. In today's era, information and knowledge stand out as very important and

critical input for growth and survival. Rather than looking at education simply as a means of achieving social evolution, the society must view education, also as an engine of advancement in an information era propelled by its wheels of knowledge and research leading to development (Damodharan and Rengaranjan, 2007)

Thus, Multimedia is the combination of various digital media types such as text, images, audio and video. Traditional teaching techniques have resulted in imbalance between what is taught to the students and what the industry needs. Nowadays many institutions are moving towards problem based learning as a solution to producing graduates who are creative; think critically and analytically, to solve problems.

It was reviewed that many researches are carried out related to Teaching Techniques at pre-school, primary and secondary level; but only few focus on undergraduate and post graduate level. Damodharan and Rengaranjan (2007) in their paper, on “Innovative Methods of Teaching” focused on using multimedia technology as an innovative teaching and learning strategy in a problem-based learning environment by giving the students a multimedia project to train them in the set skill. Bidabadi et. al., in his study on Effective teaching methods in higher education: requirements and barriers illustrated that a good teaching method helps the students to question their preconceptions, and motivates them to learn, by putting them in a situation in which they come to see themselves as the authors of answers and the agents of responsibility for change. But whenever the teachers can teach by this method, they are faced with some barriers and requirements. Some of these requirements are prerequisite of the professors’ behavior and some of these are prerequisite of the professors’ outlook. Also, there are some major barriers some of which are associated with the professors’ behavior and others are related to laws and regulations. Therefore, to have an effective teaching, the faculty members of universities should be aware of these barriers and requirements as a way to improve the teaching quality.

Kotwal (2018) in his case study on “Innovations in Teaching/Learning Methods for Medical Students: Research with Mentoring” focused on innovative teaching learning methods coupled with appropriate mentoring are required to increase students interest in the specialty of Community Medicine, for which hands-on approach along with mentoring by involving them in small, feasible, sustainable, and replicable studies on a topic should be done.

There are number of Teaching Techniques adopted by the teacher at various levels of Teaching. Following Teaching Techniques were identified which were adopted in teaching various courses of Department of Family and Community Resource Management Department, Faculty of Family and Community Sciences, The Maharaja Sayajirao University of Baroda, Vadodara.

Lecture method:

Method adopted by a teacher in which, students are taught concepts and theories orally by the teacher.

Chalkboard method:

Use of Black Board and Chalk is made to write some important points or to draw diagrams related to the concepts, to highlight the topic/concept which is to be taught.

Demonstrations:

In Demonstration method practically the skills are demonstrated by doing the things live, for example, Demonstration of Napkin Folding, Table Seating, Vegetable/Salad Carving, etc.

Discussion method:

Students are asked to discuss various points or concepts, either in pair/ groups. In this critical analysis of the topic discussed is done and students are made to participate actively.

Poster:

Posters are utilized to teach various concepts in pictorial form, poster are handmade as well as computerized.

Handouts:

Handouts are used to teach theory concepts, in which some important concepts are shared with students in the form of write up while teaching.

Flashcards:

Flash cards are cards in which pictures are there on one side and write up related to the pictures is written on the reverse side of the picture.

Videos:

Audio visual aids used to clear the concepts by showing the topics in video.

Movies:

Latest Movie related to the topic is screened in the class for clarity of concepts.

Documentary:

Documentary can be created on certain topics, or selected from the available data which is there on Internet on various websites and shown to the students to teach them in an interesting way.

Brainstorming:

Thought process can be encouraged amongst the students by dividing them into various groups and giving one focused topic which shall provoke thinking and learning.

Collaborative learning:

Collaborative learning can be carried out by interaction between students, along with some agencies. This provides wider scope for students to learn.

Puzzle method:

Puzzles can be created for students in which students are made to think on the keywords given, or any sentences framed. In this students are asked to clear the concepts by solving the puzzle given to them.

LCD presentation:

Sometimes presentations are prepared by teachers in Power point, so as to clear the concepts using pictures, charts, diagrams, smart arts and little write ups.

Model making:

Model making can be done to get the actual vision of the product. Scale models are prepared

for interior spaces for understanding small concepts like types of staircase, types of arches, etc.

Drawing sheet work:

Students are asked to draw the designs on sheet. It helps students to put up their ideas on paper and express the thoughts which are there in mind on paper, so that they can be shared with other people.

Practical application of theory:

Few concepts are taught and asked to apply practically, while teaching. Concepts like surface finishes, table setting, salad carving, bed making are taught through practical application of the theoretical concepts taught.

Market survey:

Students are taken for market survey for gaining knowledge of current trends which is prevailing in the market. This technique helps students to stay updated with the products which are available in market, variation in quality, price and finish.

Guest lectures:

Some topics are taught by inviting experts of that particular field and topics. These lectures help to clear the concepts in more detail as experts of that field throw light on details of the topics.

AutoCAD 2D and 3D:

Softwares are used to teach 2D and 3D drawings, so as to make the students compatible with the actual design. This software also help to speed up the work, as compared to stereotype methods followed for drawing.

Field visits:

Students are taken on field visit to gain on site knowledge. Field visit help students in understanding the process of work which is carried in real situation. For example, students of Interior Design are taken to visit the construction or renovating site.

Use of smart boards:

Smart Boards are used to teach the students by showing online videos and e-learning resources available on Internet.

Internship:

Students are sent for internship, for gaining practical work experience. This also prepares a student for placement and training for professional working environment.

Role play:

Role play is a teaching technique used specially in extension when students are taught to teach under privileged people. This technique is taught by the teacher and then used by the students to convey various social messages in the society as well as for preparing people to become self employed.

Group discussion:

Students are given small topics to discuss in the group and teacher observes the discussion, at the end teacher gives her views and clears the doubts which the group of students have.

Participatory technique:

In this technique students actively participate as a part of teaching learning process and critically questions the concepts taught by the teacher in order to get clear understanding of the concept.

Objectives :

To assess the satisfaction experienced by the Students from Teaching Techniques adopted in class by the teacher to enhance their skills and knowledge.

METHODOLOGY

The present research study was descriptive in nature. The present study was conducted to assess the satisfaction experienced by the students on the Teaching Techniques adopted in the class by a teacher to enhance their skills and knowledge and feedback of the students on the same. Purposive sampling method was adopted for the study. Only those students, who were exposed to variety of teaching techniques mentioned in the study, were taken as sample. The Sample selected for the study consisted of the Under Graduate and Post Graduate students of Department of Family and Community Resource Management, Faculty of Family and Community Sciences, The Maharaja Sayajirao University of Baroda, Vadodara; A Questionnaire was prepared as a tool for data collection. The procedure of analysis of data comprised of categorization, coding, tabulation and statistical analysis.

RESULTS AND DISCUSSION

Section I: Background information :

More than half of the respondents were Under Graduate students (58 percent) and other's were Post Graduate. All the respondents selected for the data collection were girls. The age group of the respondents ranged from 19 to 24 years, out of which more than 50% of the students were of 20 years.

Section II: Extent of satisfaction experienced by the students from various teaching techniques adopted by the teacher :

Table 1 Consists of Extent of satisfaction Experienced by the students from various Teaching Techniques used by the Teachers in Department of Family and Community Resource Management, Faculty of Family and Community Sciences, The Maharaja Sayajirao University of Baroda, Vadodara.

There are 26 Teaching Techniques considered in the study for finding out the Extent of Satisfaction of the students.

It was observed that almost 75% of the respondents were highly Satisfied from Videos, Demonstrations, LCD Presentations and Internship as a part of Teaching Technique. While, 32% respondents experienced low satisfaction from Flashcards and Puzzle Method of teaching. It was also observed that half of the respondents were moderately satisfied by lecture method and more than 66% of the respondents were moderately satisfied by the chalk board method. It was also observed that Model making, Drawing Sheet work, AutoCAD 2D and 3D, Field visits, group

Table 1 : Frequency and percentage distribution of the respondents according to satisfaction experienced by the students from various teaching techniques adopted by the teacher

Sr. No.	Teaching techniques	High extent		Moderate extent		Low extent	
		f	%	f	%	f	%
1.	Lecture method	17	34	25	50	8	16
2.	Chalkboard method	8	16	33	66	9	18
3.	Demonstrations	38	76	11	22	1	2
4.	Discussion method	35	70	15	30	0	0
5.	Poster	15	30	24	48	11	22
6.	Handouts	11	22	27	54	12	24
7.	Flashcards	14	28	20	40	16	32
8.	Videos	39	78	8	16	3	6
9.	Movies	29	58	14	28	7	14
10.	Documentary	30	60	18	36	2	4
11.	Brainstorming	22	44	22	44	6	12
12.	Collaborative learning	20	40	27	54	3	6
13.	Puzzle method	15	30	19	38	16	32
14.	LCD presentation	37	74	13	26	0	0
15.	Model making	32	64	17	34	1	2
16.	Drawing sheet work	35	70	12	24	3	6
17.	Practical application of theory	28	56	20	40	2	4
18.	Market survey	31	62	18	36	1	2
19.	Guest/Invitation lectures	27	54	14	28	9	18
20.	Auto CAD 2D and 3D	33	66	17	34	0	0
21.	Field visits	35	70	12	24	3	6
22.	Use of smart boards	29	58	14	28	7	14
23.	Internship	37	74	13	26	0	0
24.	Role play	23	46	17	34	10	20
25.	Group discussion	30	60	18	36	2	4
26.	Participatory technique	30	60	19	38	1	2

discussions, Participatory Technique and discussion method provided high extent of satisfaction to more than 65% of the respondents. While handouts and collaborative learning, gave moderate satisfaction to more than half of the respondents.

It was observed that 68% of the students were highly satisfied by all the teaching techniques, while 32% of the students were satisfied to low extent.

Conclusion :

The current study focused on satisfaction of Students on teaching techniques adopted in class by the teacher to enhance their skills and knowledge. It was observed that there is difference in extent of satisfaction by the students with respect to all the teaching techniques. Selection of different teaching technique should be done according to the course content, subject matter, and topics which need to be taught. Findings of the study will prove to be beneficial for the teachers, in adopting innovative teaching techniques. Findings of the study will also motivate the teachers to use innovative teaching techniques like Demonstration, LCD Presentation and Videos, rather than using stereotype teaching techniques. The use of innovative teaching technique will also motivate the

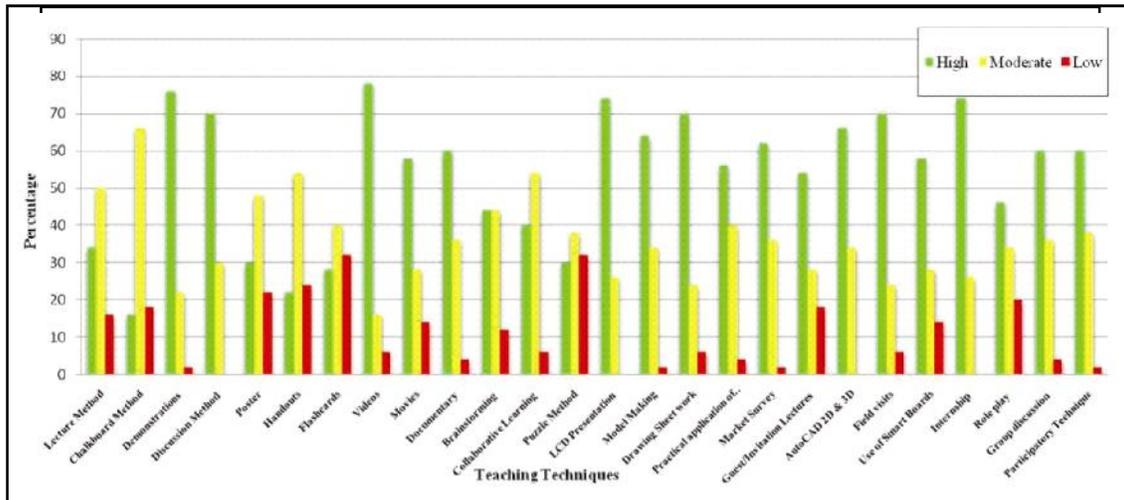


Fig. 1 : Watching program according to interest

Table 2 : Extent of satisfaction experienced by the students by the teaching techniques adopted by the teacher in the class

Sr. No.	Range of score	Extent of satisfaction	f	%
1.	26-52	Low	16	32
2.	53-78	High	34	68

students to clear the concepts and enhance subject related knowledge. This may also result to increase in number of students attending the classes and good academic result.

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