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# Traditional teaching method Vs Modern teaching method

Dr. Ragni Kumari[1], Dr. Ramanand Tiwari[2], *Tutor* Ramlah Akhtar[1*], Sunil Kumar Gupta[1]
1. Department of Optometry, Era University, Lucknow, Uttarpradesh
2. SSMLM School Balrampur, Uttarpradesh

**Corresponding author**: Ramlah Akhtar

## ABSTRACT

**In order to effectively convey information to learners, teachers must use different methods based on the learners' requirements, such as visual, aural, or kinaesthetic methods. This approach ensures that every topic in education, including Physical Science, is taught in a way that is tailored to the needs of each individual learner. Overall, effective communication and the application of learning theories are essential in teaching to ensure that students receive accurate information and overcome barriers to learning. This method makes learning active according to Edgar Dale and "the learning pyramid". The teachings of John Milton Gregory, as presented in his book "The Seven Laws of Teaching," have had a significant impact on modern teaching and learning practices. Furthermore, effective communication between teachers and learners is considered essential in contemporary educational settings, as emphasized by Petty (2004, p. 40).In different areas of education, three main theories of learning are utilized: Behaviorism, Cognitive, and Humanistic. Behaviorism is commonly used when teaching young learners, while Cognitive theory is more applicable to higher education learners. On the other hand, Humanistic theory is often employed when working with mature students. When it comes to evaluating teaching and learning, Tummons' method (2007, p.4) is widely recognized as the most effective. This method allows for the assessment of new skills acquired by learners.**

## KEYWORDS:

**Behaviorism, Cognitive, Humanistic, communication, education.**

## Traditional teaching method

The traditional method of teaching and learning has been in existence for centuries, with little change over time. However, this approach is no longer effective in the twenty-first century. Many assessments of higher education performance focus on the number of students enrolling in universities, but this does not accurately reflect the true purpose of education or its impact on real-life situations, including employment. It is important for us to question why we educate in order to truly evaluate the effectiveness of education.

Over the past 600 years, traditional teaching methods have remained largely unchanged since the Middle Ages. However, this continuous reliance on traditional teaching has proven to be ineffective in the modern era. Global assessments of higher education performance often prioritize the increase in the number of students enrolling in universities. According to the United Nations Educational, Scientific, and Cultural Organization, the percentage of people entering higher education has risen from 19% in 2000 to 29% in 2012.In his book "Making a Difference" (2012), Bob Goddard estimates that the number of students enrolled in higher education worldwide will reach 262 million by 2025, up from 178 million in 2010. However, according to Philip Altbach, director of the Center for International Higher Education at Boston College, only two countries will contribute significantly to this increase in student enrollment. This raises concerns about the quality of education and the employment prospects for university graduates, as China, for example, is experiencing higher rates of unemployment among its graduates. The current focus on financial models and the expansion of student numbers in higher education overlooks the importance of the quality of teaching and learning. What about the students who do not have the opportunity to attend universities? The current teaching approach is based on a production-oriented model that emphasizes supply and demand, rather than prioritizing the overall quality of education.

This approach fails to consider the individual needs and abilities of students, as well as the changing demands of the job market. The traditional method of teaching often relies on lectures and memorization, which does not foster critical thinking, problem-solving skills, or creativity. These skills are essential in the twenty-first century, where innovation and adaptability are highly valued. Furthermore, the traditional method of teaching does not take into account the diverse learning styles and preferences of students. Some students may excel in a lecture-based environment, while others may struggle to engage and retain information. This one-size-fits-all approach limits the potential of students and hinders their ability to reach their full academic and professional potential.

In addition, the traditional method of teaching often focuses on rote memorization and regurgitation of information, rather than promoting deep understanding and application of knowledge. This approach does not equip students with the skills necessary to analyze complex problems, think critically, and make informed decisions. In today's rapidly changing world, where information is readily available at our fingertips, it is more important than ever for students to develop these higher-order thinking skills.

Moreover, the traditional method of teaching often neglects the importance of practical, hands-on learning experiences. Many students graduate from universities with theoretical knowledge but lack the practical skills and experience required in the workplace. This mismatch between education and employment leads to high rates of unemployment and underemployment among university graduates.

To truly evaluate the effectiveness of education, we must question why we educate. Is it solely to increase the number of students enrolled in universities, or is it to prepare individuals for meaningful

and successful lives? The purpose of education should be to foster lifelong learning, personal growth, and the development of skills that are relevant and applicable in real-life situations.

In conclusion, the traditional method of teaching and learning is no longer effective in the twenty-first century. It fails to meet the needs of students, neglects the importance of critical thinking and practical skills, and overlooks the changing demands of the job market. To ensure the effectiveness of education, we must prioritize quality teaching and learning, individualized instruction, and the development of skills that are essential in the modern era.

This alternative teaching method not only promotes active engagement and critical thinking skills but also prepares students for real-world applications of their knowledge. It allows students to develop problem-solving abilities, teamwork skills, and the ability to think creatively.

Furthermore, this approach recognizes that not all students learn in the same way. Lecturing may work for some students, but it may not be effective for others who require more hands-on or visual learning experiences. By incorporating different teaching methods, universities can cater to a wider range of learning styles and ensure that all students have the opportunity to succeed.

Additionally, this alternative teaching method fosters a sense of community and collaboration among students. Instead of sitting passively in a large lecture hall, students are encouraged to work together, ask questions, and engage in discussions. This not only enhances their understanding of the subject matter but also helps them develop important communication and interpersonal skills.

Moreover, this approach prepares students for the changing job market. In today's rapidly evolving world, employers are seeking individuals who can think critically, adapt to new situations, and work effectively in teams. By adopting alternative teaching methods, universities are equipping students with the skills and mindset necessary to thrive in the modern workplace.

In conclusion, the current production chain system in education is limited in its ability to cater to the diverse needs of the job market. However, by adopting alternative teaching methods that prioritize active learning, collaboration, and critical thinking, universities can better prepare students for success in their future careers. It is crucial for universities to embrace these innovative approaches and move away from the traditional lecture-based model in order to meet the demands of a rapidly changing world.

## The modern teaching and learning

The modern approach to teaching is centered around the question of "why do we want to teach?" This question prompts us to consider the unique culture of each classroom, taking into account the diversity of students' backgrounds, experiences, knowledge, environments, and learning goals. The new way of teaching involves explanation and demonstration. This approach can be achieved by combining the two historical methods of educere and educare. In my experience, the educare style is best suited for primary education, while the educere style is more appropriate for secondary and higher education.

In my teaching sessions with Physical Science students in higher education, I begin by posing a problem and drawing out multiple solutions from the students. I then use these suggestions to build a lesson plan. For example, when discussing the definition of friction, we explore where we can experience this phenomenon, how we can reduce its negative effects to save energy, and the consequences of not addressing it in our everyday lives.

To encourage student participation, I create an atmosphere that is conducive to learning by assigning coursework that is relevant to their everyday lives. I then use group discussions to facilitate feedback and comments from the entire class. This method ensures that students are engaged and that their learning is related and constructive.

When I provide students with the opportunity to actively contribute to their own learning, they develop a sense of confidence and assertiveness. This is especially evident when I encourage them to challenge and question their own ideas. This approach often leads to constructive debates, which in turn encourages students to fully engage with the material in their Physical Science studies. I find that this method of inviting questions and presenting different perspectives on various topics can be quite thought-provoking. Ultimately, I believe that this approach allows for a more comprehensive understanding of the subject matter, as it encourages students to critically analyze and evaluate different viewpoints.

In terms of the learning theory that I have found to be most effective in teaching Physical Science, I have adopted a combination of teaching and learning styles based on the concept of "the learning pyramid." This model, which is derived from Edgar Dale's Audio-Visual methods in Teaching, emphasizes active learning. Additionally, I have incorporated three different multiple intelligence methods - visual, kinesthetic, and logical-mathematical - as outlined by Howard Gardner's theory of multiple intelligences. By catering to different learning styles, I aim to create a more inclusive and engaging learning environment for my students.

In terms of my teaching philosophy, I have been greatly influenced by the seven laws of teaching proposed by John Milton Gregory. According to these laws, effective teaching involves several key factors. Firstly, the teacher must possess the necessary knowledge and expertise to effectively convey information to the learner. Secondly, the learner must have a genuine interest and passion for learning. Thirdly, effective communication between the teacher and learner is essential, and a common language must be established. Fourthly, the teacher should build upon the learner's existing knowledge and understanding when explaining new concepts. Fifthly, the teacher should encourage the learner to actively engage with the material and think critically. Sixthly, the teacher should recognize the importance of allowing the learner to develop their own understanding of new ideas and knowledge. Lastly, the teacher should facilitate a reflective process that involves reviewing, rethinking, re-knowing, reproducing, and applying the learned material.

Overall, my teaching approach is centered around empowering students to take an active role in their own learning, catering to different learning styles, and fostering critical thinking and reflection.

Effective communication is crucial in teaching as it conveys information to learners. Any distortion or ineffective communication can lead to misunderstandings and incorrect information. Petty (2004) highlights that several barriers can prevent or inhibit effective communication.

In my teaching practice, I have successfully applied the three main theories of learning: Behaviourism, Cognitive, and Humanistic, to overcome barriers to learning for students from diverse cultural backgrounds. Behaviourism theory, which focuses on direct responses to specific stimuli, is effective in motivating young learners by positively reinforcing desired behavior and negatively reinforcing unwanted behavior. Reece and Walker (2007) note that this theory disregards sensations, feelings, and instincts and only focuses on the subject's response to stimuli.

Cognitivism theory, on the other hand, goes beyond Behaviourism by emphasizing "teaching for understanding." Petty (2004) notes that this theory is based on the idea that new learning is built on existing learning, and students construct their own meanings based on their prior learning and experiences.

Our approach to assessing teaching and learning focuses on evaluating the new skills acquired by the learner, as adapted from Tummons (2007, p.4). Specifically, we aim to determine whether the learner can perform a specified task in a workshop or has mastered a new skill or theoretical knowledge. This method is important as it utilizes a kinaesthetic approach to assess the learner's new skills.

In the 21st century, education performance is often measured by the number of students who graduate, which is a financial measure that does not necessarily align with the goals of education or the students' career aspirations. This measure is also incompatible with the future markets of China and India, which have their own measures of success. To address this issue, we propose introducing Individual Learning Plans (ILPs) that can be tailored to each learner's unique requirements, rather than forcing learners to fit within a predetermined framework.

According to Donald Bligh's findings in his book "What is the Use of Lectures?", traditional teaching and learning methods are not effective as they rely on economic assessments and make students passive learners. In contrast, modern teaching and learning methods aim to make learners independent, as noted by Muijus and Reynolds (2005). Assessment is integrated with teaching and learning, as emphasized by Brooks and Brooks (1999). The strategic approach to modern teaching focuses on "why we want to teach?" and utilizes the Latin methodologies of educere and educare for general education.

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