A CRITICAL REVIEW OF THE EFFECTIVENESS OF TEACHING AND LEARNING IN HIGHER EDUCATION

Zanyar Nathir Ghafar[1], Ayu Lestari[2]

ESP Department, National Institute of Technology, Sulaimaniyah, Kurdistan Region, Iraq,
SMK Syntax Bussines School Kuningan, Indonesia[2]
Email: zanyareng92@gmail.com, ayu34678@gmail.com

ABSTRACT

KEYWORDS
learning
environment,
constructive,
review pedagogy,
implementing,
Teaching, learning

The passing on of knowledge and expertise from instructors to students is one way to think about the teaching and learning process. A combination of multiple parts is the term used to describe the process through which a teacher identifies and creates the learning goals, prepares instructional materials and puts the teaching and learning strategy into action. Nevertheless, education is a field one must consider the most crucial aspect of learning. In order to determine whether or not teaching at the higher education level is adequate, the objective of this research was to conduct a literature search on pedagogy, inclusive practices, and a variety of academic publications. This research aims to assess the teaching abilities of professors working in higher education settings. The study analyzed the theory by using literary genres and experimental research procedures (mostly introspection) while also attempting to strengthen the practice via university experiences. The study's findings indicate that providing students with constructive and suitable feedback for development and the opportunity to participate in role-playing activities has a significant and positive impact on the levels of confidence and self-esteem that student's exhibit. Additionally, it was shown that an inclusive atmosphere encourages inclusivity and improves the academic success of both students and teachers.

INTRODUCTION

It is possible to view learning as a form of permanent change because it is engendered in students by teachers using methods such as helping them master particular abilities, altering some of their attitudes, or comprehending a particular scientific rule that governs a learning environment (Sequeira, 2012). Learning can be viewed as a permanent change because it is engendered in students by teachers. However, each higher-education student anticipates being treated as an adult learner and given some control over the learning environment (Michael & Modell, 2003). This control includes the capacity to pose questions and address any issues they may have. According to (Mitra, 2008) and Pond and Rehan (1997), students anticipate having some influence over their educational experience. Learners want their teachers to be approachable and entertaining, clearly explain ideas, and regularly use relevant examples to make the material simple to learn, which is becoming increasingly

essential in classrooms today (Becker et al., 1990). Learners also want their instructors to be knowledgeable about the material they are teaching them.

It was decided to begin the study to go to the next stage of professional development. The researcher current academic activities significantly emphasized the area of interest. Therefore this was a significant consideration. In the course of our constant conversations at the university about the best way to ensure continuous growth in the classes that can be taught daily, the researchers concluded that in-depth research must be carried out in a friendly atmosphere. The scholars believed that more than just fostering a variety of teaching and learning styles via various pedagogical approaches would be needed. Providing inclusive education when designing curricula and evaluations is of the utmost importance. This can be accomplished by ensuring that our teaching and learning processes increase teaching effectiveness and eliminate impediments to education to include all students. The principal purpose of the research was to investigate the factors that must be considered while developing a method that ensures the efficiency of both teaching and learning (Gray & MacBlain, 2015). This research will investigate the teaching and learning process in order to ensure that it is effective. As a result, the following research question is posed: How can we ensure that the environment we teach and learn is effective by making it more welcoming to all students?

METHOD RESEARCH

In order to find and extract empirical researches that were relevant to this review, a thorough search of the relevant published literature was carried out. Web of Science, ERIC, and PsycInfo were the databases that were looked through for information. In addition to this, the reference sections of the previously reviewed publications were looked through for additional relevant literature. The researchers successfully gained a comprehensive understanding of the issue using the case study method. Because of the process known as case study research (Garver & Noguera, 2012), the researchers were able to get an in-depth understanding of the topic. As a consequence of this, the study relied on secondary sources to collect data. These secondary sources mainly consisted of publications from various governments and institutions and papers published in journals subjected to peer review. In addition, the researchers integrated individual reflection based on the participants experiences in higher education. The evaluation of reflection looked at experimental research procedures, focusing primarily on introspection, and it did so by using literary genres. In order to acquire information from our students that will assist with our investigation and research, we have developed a questionnaire. A questionnaire based on a qualitative data collection technique has been devised since only a limited number of students are currently studying these courses. The data were analyzed in order to have a better understanding of how students felt about the effective delivery of classes. However, to ensure the reliability of our findings and findings drawn from this study, we have also used data triangulation procedures. Specifically, we have compared the outcomes of our research with the findings of comparative research and case studies carried out by other researchers.

RESULT AND DISCUSSION

Different results have been reported by two studies that looked at the impact of conceptual modeling on critical review abilities (Chen et al., 2011). In a course given by Chen and his colleagues, first-year nursing students were divided into two groups. One group utilized concept maps, which forced students to talk in small groups and visually depict and arrange their concepts, while the other group received lecture-style instruction. According to the results of the CR, the idea mapping group greatly outperformed the lecture group (Chen et al., 2011). However, when used to prepare junior nursing students fo clinical encounters, concept mapping of patient information did not significantly increase the students CR when compared to the lecture technique (Wheeler & Collins, 2003).

According to the findings of the present research, it is the responsibility of educators to ensure that students natural human abilities and the technology cultivated through culture routinely contact one another to increase their cognitive capabilities ultimately. In line with the principles of this theory, the use of class communication, role-playing, and visual representation to learners in the form of visuals such as charts, graphs (McLeod, 2008), and newspapers from which information on various business and financial concerns was provided to challenge their learning and help them become more creative implemented. According to the findings of the research, teachers have to make use of a wide array of instructional aids while they are guiding students through the learning process (Alfieri et al., 2011). These tools could include computers, books, smartboards, equipment, artifacts, whiteboards, notable participants, activities, computer programs, etc. The study indicates that learners have a higher level of motivation and engagement to improve their learning experiences when the course is more interactive (Hackman & Oldham, 1976). According to the study findings, some teaching tactics may be helpful for a few kids but not very practical for others. In light of this, it is recommended to use experiential learning strategies in addition to blended learning, which mixes online and offline learning. Some examples of these strategies include cross-age tutoring among peers, pro and con grids, prodigy games, and mnemonics. These strategies have shown to be very beneficial in boosting learning and reducing potentially disruptive concerns in the classroom. In light of our previous knowledge of how students learn, we surveyed students to find out what aspect of an educational experience they found to be the most engaging and what they planned to take away from the teaching-learning experience. Students reacted differently to these questions, suggesting they used multiple learning techniques to engage fully in the teaching-learning process and attain meaningful learning outcomes. The students responses led us to conclude that the kinds of learners also affected the learning results. There are many distinct types of pupils, and one of the most common settings for them is a classroom setting. There is a subset of auditory learners who are more at ease when it comes to hearing and digesting auditory information; this group is one of them. The instruction that students get in the form of classroom lectures, group discussions, and group sessions is the most useful to the students that fall under this category of pupils. According to Coffield (2013), when this occurs, the quality of teaching and learning is typically hampered since there is not enough continual knowledge progress on the topic or issue. This perspective resonated with us because, from our own experiences as educators, we know that maintaining an open mind and a thirst for

knowledge are essential to achieving and maintaining success. One subset of pupils in a classroom is known as visual learners. These students respond well to learning signals presented in a visual format. In addition to gaining knowledge from the visual stimuli presented, visual learners also pick up information by observing the actions of others while participating in a learning activity. This group of students responds best to learning activities presented in a visual format, such as charts, graphs, drawings, or formulae posted on the board.

According to (Arthurs, 2007) and (Gilakjani, 2012), this kind of learner tends to be creative in applying the findings of their learning, attentive by nature, and resistant to being easily distracted. The kinesthetic learner is the third kind of learner often seen in an educational environment like a classroom. Active participation, as opposed to visual or auditory modes of instruction, is more comfortable for the learners that make up this category. Therefore, the most effective learning occurs when instructors are present. According to (Leopold, 2012), the majority of the time, they also include physical activities to express their learning goals. However, from their responses to the questions, we also understood that certain internal and external elements favor the students learning goals and expected learning outcomes. Since we have had such a positive experience with this strategy and heard similar sentiments from our contemporaries, we feel compelled to push for the inclusion of practical activities as an essential part of every course and curriculum (Johnston, 2012). As a result of the fact that we have been instructing various modules to students at universities and colleges, we are needed to use a variety of instructional strategies tailored to the students preferred learning styles. Using a questionnaire developed by Neil Fleming (2001) and titled VARK (for Visual, Aural, Read/Write, and Kinesthetic), we could ascertain that students had a mixture of the three favored learning styles.

Discussion

Before moving on to a class discussion, the subject was presented to the students via slides from PowerPoint. Auditory learners have benefitted from this kind of instruction because they have understood the concept of appropriate pricing with the assistance of our lectures and group discussions. By integrating video clips from YouTube and a PowerPoint presentation, we were able to reinforce the concept and draw attention to the many applications of relevant pricing techniques. This, in the end, was helpful to the visual learners. We have created hardcopy slides and a few other case study scenarios for the students who are more inclined to learn via visual aids. In the end, we devised a few questions in an examination format that required role-playing from the pupils. Ultimately, it facilitated a better learning process for those who absorb information via kinesthetic means. We want to use various teaching and learning strategies and methods based on the learners preferred learning styles to guarantee that all students have an equal chance to grasp the subject matter and participate actively in the lesson. This will allow us to ensure that all students have an equal opportunity to acquire the material.

Most importantly, we tried to create an engaging and creative learning environment that caters to how children absorb information. Not only did we see a rise in the number of students actively participating in our class because of this, but we also found that many of the students had original ideas that compelled us to learn new management strategies, such as how political

events affect cultural activities. Some of the most significant internal factors that impact a students learning performance include age, gender, heredity, cognitive capacity, and the unique learning settings in which they are immersed. Peer pressure on students and the teacher-student ratio in a learning session are two external factors that may impact students academic performance (Singh et al., 2016). Other factors that can have an impact include the teaching method and style that the instructor employs and the instructors credentials.

The Behaviorist Approach is one of the concepts initially put out by eminent American psychologist (Watson & Rayner, 1920). This theory focuses primarily on conditioning via imitation (Watson & Rayner, 1920). This approach has repeatedly been shown to be quite beneficial in the classroom. We often remember how common it is for individuals to associate familiar sounds and phrases with experiences and objects during classroom discussions. We are also aware that individuals typically associate certain events, objects, and symbols with the feelings and emotions they regularly feel. According to this theory, humans have consistently tried to create an environment where conditioning by imitation would occur, but this is only possible with the help of technology. The following hypothesis could be relevant to learning and teaching in a classroom. (Adair, 2006), who also recognized specific learning motivators, the tasks difficulty, acknowledging employee accomplishment, and the possibility of new opportunities from the workplace, exciting work, and employee engagement decision-making procedures, cited Herzbergs1957 proposal (Alfayad & Arif, 2017). This idea helps keep classroom behavior under control. Teachers find communicating information to children when engaged in the subject matter is more straightforward. (Bruner, 1957) Theory of Development is another theory that functions well in a teaching-learning setting. This theory was advanced in 1957 by noted cognitive psychologist Jerome Burner, who believed that a schools curriculum should focus on fostering pupils intellectual development. According to (Bruner, 1957) & quot generic systems of codification which allow one to transcend the data to new and presumably fruitful predictions. Additionally, it was hypothesized that when a learners cognitive development is encouraged, it manifests itself as a rise in their ability for critical thinking.

CONCLUSION

In conclusion, to one own reflection and classroom observation, one can control the behavior of individuals or groups using a variety of strategies, such as questioning, role-playing, rewards, consequences, discussions, paired and collaborative tasks, assessments, moving activities, audio and visual aids, and so on. For educators to be able to adjust activities or instructional strategies, they need to know the dynamics of the teacher. In this regard, teachers are expected to understand their class members requirements and preferences and devise lesson plans that suit the educational goals of all students rather than those of a chosen group of students. Once again, various learners can have different requirements, techniques, or learning styles. First and foremost, it is the responsibility of educators to recognize any obstacles to learning as quickly as is practically possible. Students may sometimes misbehave owing to challenges such as a language barrier, poor self-esteem, a lack of confidence, or a sense that they do not belong in the classroom setting. There are better courses of action than issuing warnings; teachers should understand the fundamental problems and respond

appropriately. Constructive criticism has the potential to have a tremendous influence on the levels of self-confidence and self-esteem that a pupil has. In addition, teachers need to encourage inclusion among students via the learning strategies (such as experiential and blended learning) that students use, and it is also essential for teachers to ensure that the results of their teaching meet the expectations of both the faculty and the students through the use of evaluations. If instructors can effectively communicate, maintain control, continuously follow the rules, present alternatives, adapt, and e innovative. It should be easy for them to govern student conduct.

REFERENCES

Adair, J. E. (2006). *Leadership and motivation: The fifty-fifty rule and the eight key principles of motivating others*. Kogan Page Publishers. Google Scholar

Alfayad, Z., & Arif, L. S. M. (2017). Employee voice and job satisfaction: An application of Herzberg two-factor theory. *International Review of Management and Marketing*, *7*(1), 150–156. Google Scholar

Alfieri, L., Brooks, P. J., Aldrich, N. J., & Tenenbaum, H. R. (2011). Does discovery-based instruction enhance learning? *Journal of Educational Psychology*, *103*(1), 1. Google Scholar

Arthurs, J. B. (2007). A juggling act in the classroom: Managing different learning styles. *Teaching and Learning in Nursing*, *2*(1), 2–7. Google Scholar

Becker, A. H., Davis, S. F., Neal, L., & Grover, C. A. (1990). Student expectations of course and instructor. *Teaching of Psychology*, *17*(3), 159–162. Google Scholar

Bruner, J. S. (1957). Going beyond the information given. *Contemporary Approaches to Cognition*, *1*(1), 119–160. Google Scholar

Chen, S.-L., Liang, T., Lee, M.-L., & Liao, I.-C. (2011). Effects of concept map teaching on students' critical thinking and approach to learning and studying. *Journal of Nursing Education*, *50*(8), 466–469. Google Scholar

Garver, R., & Noguera, P. (2012). For Safety's Sake: A Case Study of School Security Efforts and Their Impact on Education Reform. *Journal of Applied Research on Children*, *3*(2), 5. Google Scholar

Gilakjani, A. P. (2012). Visual, auditory, kinaesthetic learning styles and their impacts on English language teaching. *Journal of Studies in Education*, *2*(1), 104–113. Google Scholar

Gray, C., & MacBlain, S. (2015). *Learning theories in childhood*. Sage. Google Scholar

Hackman, J. R., & Oldham, G. R. (1976). Motivation through the design of work: Test of a theory. *Organizational Behavior and Human Performance*, *16*(2), 250–279. Google Scholar

Johnston, H. (2012). The Spiral Curriculum. Research into Practice. *Education Partnerships, Inc.* Google Scholar

Leopold, L. (2012). Prewriting tasks for auditory, visual, and kinesthetic learners. *TESL Canada Journal*, 96. Google Scholar

McLeod, S. (2008). Bruner's Three Modes of Representation. *Simply Psychology*. Google Scholar

Michael, J. A., & Modell, H. I. (2003). Learning in College and Secondary Science Classrooms. *Mahwah, NJ. Lawrence Earlbaum Associates*. Google Scholar

Mitra, D. L. (2008). Amplifying student voice. *Educational Leadership*, *66*(3), 20–25. Google

Scholar

Sequeira, A. H. (2012). Introduction to concepts of teaching and learning. *Social Sciences Education E-Journal*. Google Scholar

Singh, S. P., Malik, S., & Singh, P. (2016). Research paper factors affecting academic performance of students. *Indian Journal of Research*, *5*(4), 176–178. Google Scholar

Watson, J. B., & Rayner, R. (1920). Conditioned emotional reactions. *Journal of Experimental Psychology*, *3*(1), 1. Google Scholar

Wheeler, L. A., & Collins, S. K. R. (2003). The influence of concept mapping on critical thinking in baccalaureate nursing students. *Journal of Professional Nursing*, *19*(6), 339–346. Google Scholar

Copyright holders:

Zanyar Nathir Ghafar[1], Ayu Lestari[2] (2023)
First publication right:
JoSS - Journal of Social Science