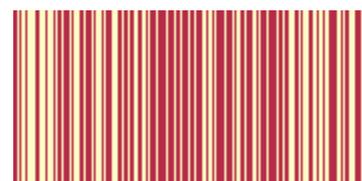


RESEARCH ARTICLE



ISSN 2321-3108

THE POWER OF THREE IN EFFECTIVE TEACHING AND LEARNING PROCESS

TRUPTI PATIL, PRASHANT PAWAR

Assistant Professor in English, Department of English, Viva Institute Of Technology, Virar (E), Thane,
Maharashtra



TRUPTI PATIL

Article Info:

Article Received:03/03/2014

Revised on:20/3/2014

Accepted for Publication:21/03/2014



ABSTRACT

The sixty minutes in a classroom is very valuable and it should be cherished, with which the students must learn as much as possible. The Power of Three- Knowledge, teacher as a facilitator, and technology, which arouses the student's interest and help them studying well and create deep impression and develop their imagination. The present research paper focuses on the possibility and the effective use of power of three in teaching and learning process. Thus help the teachers to become aware of use of power of three to become better receivers of all students' messages and to gain the ability to send positive signals.

@ COPYRIGHT KY PUBLICATIONS

INTRODUCTION

Today's education aims to empower young generation to develop their potential as individuals and to make them responsible for decisions making for the 21st century. Today we needs youth who are flexible, innovative, and proactive –they can solve problems, make decisions, think vitally, communicate ideas effectively and work efficiently as individual as well as within groups. It is now widely accepted that young people need to have opportunities to develop personal capabilities and

effective soft skills as part of their well-rounded development. The 'knowing of knowledge' is not enough to teach in the classroom. The power of three will offer teachers the opportunity to develop their pupils' skills and capabilities parallel with knowledge and understanding. It is hoped that this approach will actively engage students in their learning, making the learning more relevant, enjoyable and motivational experience. Furthermore, teachers will have opportunities to develop their own skills as creative curriculum

developers. The Power of Three' concept is not to be an ultimate resource, but one which provides practical advice to teachers on various of methods which they may wish to incorporate into their daily learning and teaching process. It is hoped that teachers will find it a helpful tool in planning and creating an interesting, inspiring, challenging and focused environment for both their students and themselves.

II. WHAT DOES 'THE POWER OF THREE' MEAN?

The teaching has changed dramatically over the last few years. A new generation has entered teaching; a generation has different expectations than earlier generations. Many of these teachers look to teaching with enthusiasm that will enable them to assume new leadership roles without leaving teaching. Teacher's teaching methods and teacher accountability for student achievement have become "sizzling topics" in education. It is a complicated, exciting for teachers. Centra (1993), defines effective teaching as "that which produces beneficial and purposeful student learning through the use of appropriate procedures" (p. 42). Braskamp and Ory, (1994, p. 40) include teaching and learning in their definition, defining effective teaching as the "creation of situations in which appropriate learning occurs; shaping those situations is what successful teachers have learned to do effectively". The power of three method may help to establish new routes for teaching; emphasizing on content knowledge, teacher's role – as a facilitator and technology.

III. THE POWER OF CONTENT KNOWLEDGE

The importance of subject knowledge in the preparation of teaching activities is clearly recognized (Ball, Lubienski & Mewborn, 2001). If we assume teaching as an exchange of knowledge, teacher's understanding of a topic is essential in designing and tailoring the idea when presented in a classroom. Teaching is for meaning and understanding of subject knowledge and learning process, both are two sides of the same coin. As such "teaching necessarily begins with a teacher's understanding of what is to be learned and how it is to be taught. It proceeds through a series of activities during which the students are provided specific instruction and opportunities for learning." (Shulman, 1987, p.7). Shulman state that through

the process of planning and teaching specific content, teachers would develop more powerful forms of subject matter knowledge. One important aspect of teachers' knowledge is how to teach their subject matter, which Shulman saw as an integral form of content knowledge.

A second kind of content knowledge is pedagogical knowledge, which goes beyond knowledge of the subject matter. It is the particular form of content knowledge that embodied the aspects of teaching such as representing the ideas through powerful illustrations, examples, explanation, and demonstrations that make these ideas more comprehensive to students.

Students learning is enhanced when they are able to explore, organize, connect, process, and apply information and ideas. Student achievement is strengthen when the teacher's teaching is more coherent and allows students for in-depth learning. When teaching instructions emphasize on the basic concepts and ideas to be learned rather than just to learn and memorize a bit of information of that concept or an idea. When students are engaged in the learning process through the use of pedagogy and academic performance tasks that enable them to apply their learning, when they ask questions and develop strategies for problem solving. Hence it is not knowledge of subject but knowledge of 'how to teach' the subject that is important in considering teacher effectiveness. (Hill, Rowan and Ball, 2005)

IV. THE POWER OF THE TEACHER

Teaching and learning in the old paradigm was considered as a task in which instructors were assuming as an expert and they were supposed to transfer knowledge to students. But at present, it is considered differently; teaching/learning is a complex activity. In the traditional teaching method, teachers deliver lectures on a topic standing at the front where students are considered as passive listeners. But as the time passed, people developed different concepts regarding teaching learning process. With the assumption, students or learners have become a prime focus of all the teaching learning activities in the classroom. Learners should play the role of active participant in the teaching learning process and teachers should conduct classes based on experiment and practice using simulation, role-play, dramatization, group work,

and project work, instead of simply delivering speeches. Therefore, teachers are popularly known as facilitators, managers, and inspirers rather than a mere classroom teacher.

Now a teacher is not only a source of knowledge, but a facilitator. These days, teacher is also considered as an inspirer who is supposed to inspire learners by creating a favorable environment. A further distinction from a teacher-centered classroom to that of a student-centered classroom is when the teacher acts as a facilitator, as opposed to instructor. In essence, the teacher's goal in the learning process is to guide students into making new interpretations of the learning material, thereby 'experiencing' content.

Now a day the focus of teaching has been shifted from a teacher-centered environment to student-centered learning environment. Teachers' role is to help students to construct meaning rather than provide the meaning they know or familiar with. The more teachers talk, the less will the students be given the opportunity of expressing themselves. They need to provide opportunities through the use of interactive activities which enhance learner motivation and reduce stress and create a positive classroom climate. Teachers should help students attain their own intellectual identity, by respecting students' ideas and encouraging independent thinking. The teacher asks open-ended questions and waits for responses. This encourages higher-level thinking. He should create a non-threatening environment, he makes sure each student has the opportunity to interact during class; he "pushes" students into producing output that is concise, coherent and appropriate; and he provides students with feedback on their output.

Therefore, it is true that if teaching is meant for imparting knowledge or skill to learners through instruction or to provide content of a subject, learning or to learn is meant for acquiring knowledge. Through effective communication skills, the teacher is able to satisfy student needs, interests, and overall engagement in the learning material. Teachers and facilitators are different concepts. Teachers impart knowledge or skill through instruction while facilitators create an environment where students acquire knowledge by doing activities themselves. To be considered a

student-centered learning environment it has to be open, dynamic, trusting, respectful, and promote children's subjective as well as objective learning styles.

V. THE POWER OF TECHNOLOGY

Technology is a critical component of education in the 21st century. In present age the importance of technology in teaching cannot be denied. The field of education has been enhanced by technology, which have undoubtedly affected teaching, learning. Today we live in a global world and need to compete intellectually for student achievements. Technology is used to enhance learning. Therefore it is important for teachers to be comfortable using it to ensure that students will get the full advantages of educational technology.

A. TECHNOLOGY FOR TEACHER AND STUDENT –

Teaching with technology is different from teaching within a typical classroom. Technology does not mean that using interactive electronic boards and LCD PowerPoint presentation is the most effective. Technology have the potential to accelerate, enrich, and deepen skills, to motivate and engage students, to help relate education experience to work practices, create economic viability for tomorrow's workers, as well as strengthening teaching and helping schools change (Davis and Tearle, 1999; Lemke and Coughlin, 1998 cited by Yusuf, 2005.)

It requires a different pedagogical approach. In order to use technology effectively, teacher need to be trained in using technology and they need to develop a good understanding of it. This brings the role of the teachers into focus. The teacher is a key person in the whole process of learning and teaching. The responsibilities of the teachers are many. Technology is used to enhance learning; therefore it is important for teachers to be comfortable using it to ensure that students get the full advantages of educational technology. Teachers must be trained in how to plan, create, and deliver knowledge within a technological setting. Teachers need opportunities to learn about new technologies and ways to integrate them effectively in their classroom. Through 'Teacher Education Programs' we can facilitate improvements not only in their technology skills but also in their beliefs and intentions regarding integrating technology into

teaching. This can help to improve and develop the quality of education by providing curricular support in different subject areas. To achieve these objectives, teachers need to be involved in collaborative projects and development of changing strategies, which would include teaching partnerships with technology as a tool. According to Zhao and Cziko (2001) three conditions are necessary for teachers to introduce technology into their classrooms: teachers should believe in the effectiveness of technology, teachers should believe that the use of technology will not cause any disturbances, and finally teachers should believe that they have control over technology. Many teachers felt that with the help of technology, information collection and storage have been simplified. They also can encourage students to do online submission and connected to students through groups and social networking sites.

Students can make extensive use of communication technologies to support their studies. Students can locate and collect relevant information across different information sources and can use a variety of communication tools to support their learning needs. The students can comfortably use technology for learning activities. They can mainly use technology for doubt clarifications, preparation for exams, research purpose and to get in-depth knowledge in their area of study. Email can be the main channel of communication between students and teachers next to face to face communication. Students use email to arrange lecturers, meetings, and ask queries over assignments. Less expensive communication technologies such as Skype, MSN chat can be considered invaluable forms of communication. In short, technology has simplified the process of circulating study materials among the teachers and students. Thus technology has enabled immediate feedback among teachers and students alike, extending learning beyond the classroom environment.

VI. CONCLUSION

The use of Power of Three will promote teaching and student learning. Based on the above findings, it is recommended that teachers should pay more attention regarding the use of power of three resources as a major component in classroom teaching and to incorporate students in quality

based learning. Our students are interconnected and ready. It is our teachers who require support for understanding when and how to use Power of Three in teaching and learning in order to engage with and enrich students' experiences. However, Education change is a complicated process; it rarely happens by itself, and all components of this system (content knowledge, teacher, student, technology) are essential but still not sufficient to have the impact that is required for larger systemic change.

REFERENCES:

1. Ball, D. L., Lubienski, S. & Mewborn, D. "Research on teaching mathematics: The unsolved problem of teachers' mathematics knowledge." In V. Richardson (Ed.), *Handbook of Research on Teaching* (2001): 433–456. New York: Macmillan.
2. Braskamp, L. A., & Ory, J. C. "Assessing faculty work: Enhancing individual and instructional performance." (1994). San Francisco, CA: Jossey-Bass.
3. Bute, Amol. "Using Information and communication Technologies in English Language Teaching." *Integrated Communication Skills*. Ed. Rathi. Beena and Dhuldhar. Sushil. Vital Publication: Rajasthan, 2014.
4. Centra, JA. "Reflective faculty evaluation." (1993). San Francisco, Jossey-Bass, CA.
5. Davis, N.E., & Tearle, P. (Eds.). "A Core Curriculum for Telematics in Teacher Training." (1999). Available: www.ex.ac.uk/telematics.T3/corecurr/teeach98.ht.
6. Hill, H., Rowan, B. & Ball, D. L. "Effects of Teachers' mathematical knowledge for teaching on student achievement." *American Educational Research Journal*, 2005: 42(2), 371 - 406.
7. Kumar, Ashok. "Shifting Paradigms and Sustainable Development in Education." *Spoken and Communication Skills*. Ed. Rathi. Beena and Dhuldhar. Sushil. Vital Publication: Rajasthan, 2014.

8. Shulman Lee s. "knowledge and Teaching: Foundations of The New Reform." *Harvard Educational Review*, 1987: 57, 1-22.
 9. Yusuf, M.O. "Information and communication education: Analyzing the Nigerian national policy for information technology." *International Education Journal* Vol. 6 No. (3), 2005:316-321.
 10. Zhao, Y. & Cziko, G. A. "Teacher adoption of technology: a perceptual control theory perspective." *Journal of Technology and Teacher Education*, Vol. 9, No. (1), 2001: 5-30.
-