

## Teaching Methods for Global Learners

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Let us quote Gandhiji's statement made long before globalisation was ever thought of "*I do not want my house to be walled on all sides and my windows to be stuffed. I want the culture of all the lands to be blown about my house as freely as possible. But I refuse to be blown off my feet by any.*"

As Gandhiji envisioned, now globalisation has become a reality and has a multi-dimensional impact on the system of national and international level's education. Teachers, learners, teacher-educators and all others included in teacher-education have to seek their roles, expectations and learning needs in order to meet the challenges brought forth by globalisation.

Teaching methods adopted by teacher educators should be such that they can prepare teachers for 21<sup>st</sup> century. In this context, Nicholas (2001) highlighted six imperatives for educators in the 21<sup>st</sup> century:-

- 1) **Increased capacity and efficeieny** – through enabling institutions to cater for the learning of a relatively large number of students at once.
- 2) **Improved effectiveness**- by encouraging deep learning approaches and the adaptation of knowledge to the real world.
- 3) **Easy accessibility**– by removing distance barriers and catering for a variety of learner's prior educational experience, physical abilities and their commitments/life styles.
- 4) **A Competitive mind set**– education with the potential to be offered internationally and at a distance providing more choice and convenience for all the students.
- 5) **A Resource based emphasis** – enabling more student control over what, where, when and how they study and permitting non-linear learning.
- 6) **The Personal Touch** - with more interaction between students and between individual student and tutor enabling a degree of customisation and the pursuit of individual students, learning goals in addition to the prescribed course learning outcomes.

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Teachers of 21<sup>st</sup> century are expected to be life-long learners. They should have a mind set which will empower them to pursue intellectual challenges of modern ICT era. Following five characteristics of 21<sup>st</sup> century's learners are:-

- 1) He/she possesses a risk-taking willingness to push oneself out of comfort zones.
- 2) He/she should be self-reflector and humble and should assess successes and failures, especially the later.
- 3) He/she should have solicitation of opinions, should collect information and ideas from others.
- 4) He/she should be listener to others.

He/she should keep openness to new ideas and willingness to view life with an open mind.

Keeping in view, the learning needs of global learners and globalisation of education, teachers of today are suggested to expertise them in the following approaches :-

**e-Learning:** In the context of education and modern learning, e-learning has assumed a great relevance of 21<sup>st</sup> century pedagogy. There is a paradigm shift in the area of education, teaching and learning. As a result, learning stands recognised as a lifelong process, supported by a system called multi-channeling.

e-learning is the use of network technology to design, deliver, select administer and extend learning. It is an internet-enabled teaching process whose components can include content delivery in multiple formats, management of the learning experiences and community of network learners, content developers and experts.

e-learning being embedded in an ICT environment differs from traditional on-campus learning. There is a mutual impact between pedagogy and ICT. Sound pedagogy principles should be applied in on-line learning. According to Jackson, in e-learning, there is a software capable of reading 2,50,000 pages an hour. scanning reams of documents, categorizing information and making links and visual maps. This capacity of e-learning suggests new ways of teaching. e-learning offers an opportunity for experimental learning that is not possible in traditional higher education pedagogy. Moreover, ICT is a tool for human thought and creativity, including pedagogical creativity.

**WEB based Learning:**

The internet as a powerful resource of knowledge and a tool for speedy delivery has contributed to recent development like on-line learning, teleconferencing and the creation of virtual classrooms. Web based learning is a new trend developed and practiced in the modern world. It can be used at any time and at virtually any place and allows learners to form both informal and formal web based learning communities with easy to update learning materials. It helps in increasing learning efficiency of both learners and facilitators as frequent interaction between them become possible. Web-based learning allows for a learner-centred delivery strategy and increased learner's accessibility.

**Cooperative Learning:**

Cooperative learning has been defined as a learning in which small groups are used for instruction in which students work together to maximize their own and each other's learning, a method of instruction by which students work together in small groups to reach a common goal and an activity that facilitates collaborative efforts among students. It is of two types – formal and informal.

**Formal Cooperative Learning:**

In this method students work together during the allotted period for several weeks to achieve shared learning goals and complete specific tasks and assignments jointly in a group.

**Informal Cooperative Learning:**

In this method students work together to achieve shared learning goal in temporary ad-hoc groups that last for a few minutes to one class period.

**Cooperative Learning in Global Perspectives:**

In the context of global perspectives of education expected by World Organization like UNESCO over the years, cooperative learning has proved its significant relevance. UNESCO's two landmarks contributions to the cause of education, namely Edges Faure's report 'Learning TO BE' (1970) and Jaques Delor's report 'LEARNING : THE TREASURE WITHIN' (1996) has been proved a roadmap for education in 21<sup>st</sup> century. It has provided a life-long learning philosophy of cooperative learning for meeting the emerging challenges of a new world order through the process of education. According to UNESCO, school education must aim at all-round development of child's personality, rebuilding it

around the FOUR PILLARS OF EDUCATION – Learning to Know, Learning to Do, Learning to Be and Learning to Live together – as mutually exclusive for harmonious, sustainable and wholesome development of education. Cooperative learning implies that the students not only learn to work together but also 'learn to live together', the loftiest goal produced by UNESCO.

### **Open and Distance Learning (ODL).**

ODL combines the philosophy of openness in learning with the possibilities and developments in information and communication technologies (ICT) to bridge the geographical distance between the learner and the organizer or provider of learning. It is a concept which integrates a learning related philosophy with the mode and channels of learning.

### **ODL in Global Perspectives:**

Globally, the value of education to the countries social and economic development is well recognized. This is best illustrated by many of the countries, including India focusing on achieving Universal Primary Education and in doing so subscribing to the Global Education for All (EFA) agenda and in those countries where UPE has been successful, the enrolment pressure has slowly come to upper primary and secondary school sectors. This situation has created a severe shortage of teachers at all levels of the education system. For fulfilling this shortage, a large number of untrained para-teachers enter the profession. To improve their quality and to make them trained, ODL has proved very appropriate means.

India has more than forty years of experience in offering teacher education programmes and courses using initially correspondence mode and later open and distance learning mode. Today India has the national ICT infrastructure adequate enough to launch programmes entirely through e-learning. ODL based teacher education especially for in-service teacher education will develop and continue to provide training to many teachers and other personnel in the system. Launch of Gyan Darshan and Gyan Vani, e-Gyankosh, by IGNOU are some examples of progress in this direction.

### **Virtual Classrooms:**

The idea of virtual universities represents true globalisation in the field of education. Under this system, educational materials prepared by competent teachers in one country become available anywhere in the world via Internet. In

India, Indira Gandhi National Open University and Birla Institute of Technology and Science are offering such facilities. In on-line learning through programmed learning, readymade modules are available on web-sites for self-learning by the students especially in case of institutions, school boards, universities which offer distance learning on-line courses. These institutions not only offer teleconferencing facilities for easing the curiosity of the students but also provide readymade study materials on the web itself so that the students can work at their own pace for learning. Various certificate/degree/diploma courses are running on-line and helping students to learn in virtual classrooms. Internet has become an integral part of our life and we teachers need to accept and adopt the same to be called updated teachers and teacher-educators of the modern technological society.

Virtual classrooms are a web-based environment that allows you to participate in live training events without the need to travel. You listen to lectures, participate in lab exercises, and questions, and receive feedback just as you would do in a conventional classroom – except you do it from convenience of your desktop, or anywhere you have an internet and phone connection. It saves the hassle, and travel time to a training site.

Dialogue-based pedagogy, pedagogy of constructivism, system approach, symposium, conferences, e-chatting etc, are some recommended approaches of teaching for global learners today.

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