



Attitude of Teachers Towards The Use of Active Learning Technique

KEYWORDS

active learning, secondary school teachers.

* Mrs. Pallavi Sameer Talekar

Dr. Anna Fernandes

Asst. Prof. Gujarat Research Society's Hansraj Jivandas College of Education, Khar [W], Mumbai.
* CORRESPONDING AUTHOR

Principal, Sri Narayan Guru College of Education, PL Lokhande Marg, Chembur West, Mumbai, Maharashtra -400089.

ABSTRACT *Rapid change in society is bringing new challenges in the field of education. The teaching learning process has to be changed as per the changing needs. To cope up with this new techniques of teaching are developed. The active learning technique develops critical thinking, problem solving skill among the students. This study focuses on finding attitude of the secondary school teachers about the use of active learning techniques. For this purpose the investigator has collected data from 50 the English Medium SSC Board secondary School teachers in Mumbai. The result shows that most of the teachers have positive attitude towards active learning technique but the teachers are not utilizing this technique because of various reasons like high class strength, rigidity in timetable, non-availability of training in active learning strategies etc. This study is part of Ph.D study of the researcher which she is doing under guidance of Dr. Anna Fernandes.*

INTRODUCTION

Education in the rapidly changing world and usually rapid transforming requires teachers to continually reflect, learn and continually add to their academic and professional knowledge and get completely familiar with the various methods; using them, be able to affect all aspects of the school's existence and promote learning quality. Education today is to promote students' active learning as a way to improve students' conceptual understanding and thinking skills.

One of the most significant aims of the active learning approach is to develop high level thinking skills. Students are asked to solve problems according to the scientific method. They collect, analyze, interpret and represent data, and relying on this procedure they design a system, component, or process to meet desired needs (Etkina & Van Heuvelen, 2001).

According to the active learning approach, team-work in small groups plays a crucial part in the lesson. Practicing exercises in problem-solving leads students to pay attention to their thinking strategies. The new knowledge that they develop is organized, analysed, applied, and evaluated through thinking procedures (Zohar & Dori, 2003). 'High level thinking' is an action hard to define, but it is possible to characterize it by some key qualities, which are recognized when they occur (Resnick, 1987).

Active learning is a process whereby students engage in activities, such as reading, writing, discussion, or problem solving that promote analysis, synthesis, and evaluation of class content. Cooperative learning, problem-based learning, and the use of case methods and simulations are some approaches that promote active learning.

Active learning is "anything that involves students in doing things and thinking about the things they are doing" (Bonwell & Eison, 1991, p. 2). Felder & Brent (2009) define active learning as "anything course-related that all students in a class session are called upon to do other than simply watching, listening and taking notes" (p. 2). "Active

learning" means students engage with the material, participate in the class, and collaborate with each other. In this technique students are not expected simply to listen and memorize; instead, helped to demonstrate a process, analyse an argument, or apply a concept to a real-world situation. It is a student centered approach in which the responsibility for learning is placed upon the student, often working in collaboration with classmates. In active learning teachers are facilitators rather than one way providers of information. Active learning techniques include role-playing, case studies, group projects, think-pair-share, peer teaching, debates, Just-in-Time Teaching, and short demonstrations followed by class discussion. When students take part in these activities their interest and confidence increases.

The researcher being a teacher educator observed the methods of teaching used in the schools. The researcher thought it is essential to know the attitude of the teachers towards active learning as it is need of the hour. Our system of education is focusing on child centric education and developing life skills among the students. The active learning strategies will help to achieve the aim. The researcher thought the attitude of the teachers and the knowledge of the problems faced by them in the process will help in bringing change in in-service and pre-service training modules. The researcher found out that the researcher tried to find of attitude of the teachers , instructors about the active learning methods, compared active learning and traditional methods etc. in foreign countries and few studies were conducted in India, but no study was taken place to find attitude of the teachers in Mumbai towards use of active learning technique. Therefore while working on the Ph.D. research topic the researcher even tried to find the attitude of the secondary school teachers, in SSC board schools in Mumbai, about their attitude towards active learning technique.

OBJECTIVE

To study attitude of SSC Board teachers towards the use of active learning methods.

To study the reasons for not utilizing active learning strategies in the classroom.

METHOD

For the present study the researchers has used survey method.

SAMPLE

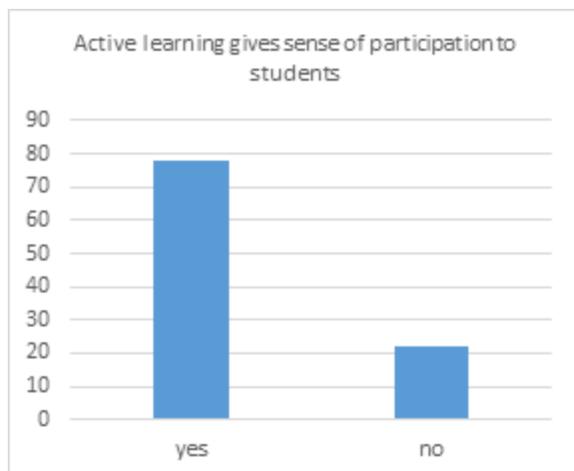
All the teachers in teaching in Secondary section of English medium school, affiliated to SSC Board, in Mumbai was the universe of the study. The researchers have selected the sample from the population by purposive sampling method 50 teachers English Medium secondary section school affiliated to SSC Board in Mumbai were selected for the purpose of this study.

TOOLS FOR RESEARCH:

The researcher has developed a questionnaire to find out the attitude of the teachers towards use of active learning technique.

FINDINGS

Almost 86 % of the teachers are in favour of the idea that active learning methods can give students a sense of participation.



78 % of the teachers agreed that active learning method creates desirable attitudinal change among the students.

With regard to the idea that active learning methods can integrate students' experiences, 69%, and 31% respondents agreed and disagreed, respectively.

Moreover, to the item that students are engaged in reading, writing, listening, and speaking activities 77%, responded positively.

73% of the teachers feel that collaborative environment will help all the students learn concepts effectively.

93% of teachers feel that class strength is the major reason for not utilising active learning techniques.

97% of the teachers agreed that it is difficult to adjust lessons with such strategies on the timetable. So rigidity in timetable makes teacher helpless.

94% teachers feel it is difficult to make different seating arrangement for utilizing active learning strategy.

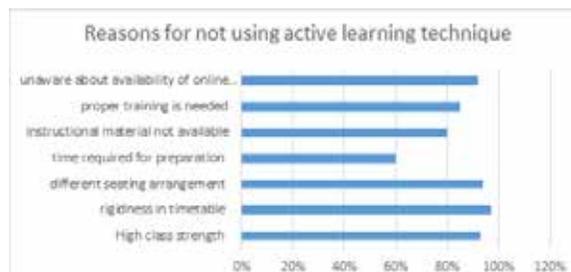
60% of teachers feel they require the time for preparation

of active learning sessions is very much.

80% teachers feel that the instructional material required for utilizing active learning techniques is not available with the schools.

85% of teachers feel that proper training need to be provide with respect to use of active learning strategies in today's classroom situation.

92% teachers are unaware about availability of online resources.



In summary, the great majority of the teachers had good attitude towards the active learning method as it enables students to participate actively in classes, and integrate their learning experiences. Therefore, the teacher respondents are in favour of utilisation of active learning methods to teach subjects. But at the same time there are difficulties faces by the teachers because of which they are not able to utilize these activities in the classroom.

CONCLUSION

The teachers under study showed quite a positive attitude towards the utilisation of active learning methods. They were of the opinion that utilising active learning methods is crucial as it makes students participate in discussion, integrating their learning experiences, and raising their interest of learning. Though teachers showed positive attitude towards the utilisation of active learning methods, there were a number of factors hindering them from utilising the approach properly. These included lack of enough training and experience, availability of instructional materials and the large students' strength.

Since the quality of education is very important; the teacher education institutions can organize the workshops for school teachers for training them in active learning strategies. The school administration need to more flexible with respect to accommodating active learning sessions on the timetable. The teacher should be provided training in preparation of instructional material for active learning strategies. The teachers should be oriented about availability of the online resources. All this will help in bringing in change in the classroom teaching learning process.

REFERENCES

- Zweck, J. (2006). Strategies to promote active learning in math/stat discussion sessions. Retrieved on 7 July, 2015 from <http://www.math.umbc.edu/~zweck/TATrain/ActiveLearningStrategies.pdf>
- Pundak, D., & Rozner, S. (2007). Empowering engineering college staff to adopt active learning methods. *Journal of Science Education and Technology*, 17(2)152-163. Retrieved on 9th May, 2014 from <http://www.springerlink.com/content/h46m45057240r016/>
- David, P. & Orit, H. [2009] Instructors' Attitudes toward Active Learning. *Interdisciplinary Journal of E-Learning and Learning Objects*, IJELLO special series of Chais Conference 2009 best papers.215-232. Retrieved on 5th August, 2015.
- Latchanna, G. & Dagneva, A. [2009] Attitude of teachers towards the use

- of Active learning methods, Retrieved on 26th September 2015, from <http://www.researchgate.net/publication/237759651>
5. Rajkumar, S.& S.Rasul Mohaideen [2013]Effectiveness of metacognitive strategies in physics among the higher secondary students Retrieved on 2nd August, 2015 from <http://shodhganga.inflibnet.ac.in/>
 6. Ranjdoust,S., Gahramani J. & Rezayi, M. [2013] The Survey of Teachers' Attitude Toward the effectiveness of teaching methods. *European Journal of Experimental Biology*, 2013, 3(1):279-284. Retrieved on 21st August, 2015 from www.pelagiaresearchlibrary.com