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**FROM REMEMBERING AND UNDERSTANDING LEVELS TO EVALUATING AND CREATING  
LEVELS: ENHANCING QUALITY OF TEACHING AND LEARNING IN HIGHER EDUCATION**

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**From Remembering and Understanding levels to Evaluating and Creating Levels:  
Enhancing Quality of Teaching and Learning in Higher Education**

**Abstract:**

There is a magic in ‘teacher-learner’ relationship. Teachers’ knowledge, experience, consciousness and motivation can ensure learners’ quality education. The distance from education to quality education can be eliminated if the teacher desires. Learning of a group of learners can easily be taken from remembering and understanding levels to evaluating and creating levels. Moreover, practice of knowledge can be merged with practice of skills and

attitudes. If the teacher plans to engage learners properly applying andragogy, they will become independent learners. If the learners are given authority, they can be able - to accept learning as interesting adventure, to learn to take responsibilities, to take a challenge to think and solve any of the academic problems, to be skilled to seek help from different sources (book, teacher, internet, team members), to develop team spirit and gradually to solve any real life problems. The teacher should not confine his/her learners within the contents only. Rather a platform should be created where they can learn enthusiastically from different sources. The paper will highlight the experience of teaching a course entitled Linguistic and Literary Terminology to the students majoring English at Daffodil International University, Bangladesh. We, as teachers, need to brainstorm for facilitating learners to enhance their level of learning. In fact, at end of the course, while assessing the learners' achievement, can we ignore the question "whom are we really assessing?"

**Key words:** andragogy, facilitator, independent learners, levels of learning, sustainable education, engaging teaching, teaching techniques

## INTRODUCTION

Teaching means engaging the learners by arousing inquisitiveness to achieve the objectives of learning. Teachers, on their journey toward experience, innovate or adopt effective techniques so that learning can be interesting, effective as well as sustainable. Teaching to complete the syllabus without proper understanding of the learners pushes them to laborious memorization process. Learning become painful and learners forget memorized stuffs after the examination or semester is over. Learning process must be profound one so that the learners do not confine themselves only to listen from the teachers' lectures and read the texts. Learning process must be

wider in its horizon so that they can achieve learning contents blended with real life experience and versatile activates. Spontaneous and participatory classes enhances sound learning of knowledge, skills and attitudes among learners. Along with contents, they learn different communicative skills, interpersonal skills. Gradually they proceed towards developing critical thinking and problem solving ability which leads them to be independent learners to learn from both academic and real-life settings.

The planning of innovative teaching was conducted from sixteen years of teaching experience of the researcher. Her teaching approaches were revolving round disseminating concepts and ideas by engaging the learners but this particular teaching project was so much engaging that she could not resist her temptation to share. In this research study, she had been teaching a course entitled: Linguistic and Literary Terminology(ENG-122) to the first semester students majoring English, Daffodil International University, Bangladesh, where there were about 170 concepts to teach within a four-month semester. After sharing/delivering basic plan, she had developed a sketch for the whole semester. For laying out the foundation, three to four interactive classes were conducted where the basic ideas were shared. As the intension was to prepare independent learners, the total number of the students (48) were divided into seven groups (randomly divided in each class). In every class, one group was given one topic to learn in group by themselves and by taking help and guidelines from teacher, texts, reference books, and internet and finally to present (everyone) the topic before the whole class so that the other groups can learn from them. It was followed by a question answer session. In first few classes,

some of the presenters were a bit hesitant but afterward they became habituated. Surprisingly, sometimes they were found to perform a tragic drama during their presentation of the topic ‘drama’ or to sing a religious song while defining “hymn” or to quote examples from Bengali literature to explain concepts like alliteration or assonance or hyperbole. Since the students were very enthusiastic, learning became enjoyable.

### **TEACHING TECHNIQUES TO LEARN MORE EFFECTIVELY**

Teaching techniques influence the learning sustainability. Teachers’ appropriate selection of methods increase learners’ retention as well as recall of absorbed information, thus, enhance learning experience. While the teachers deliver lectures, most of the learners remember only 10% of the contents. As delivering lecture is a passive form of learning, learners only listen to the information. However, lectures can be made effective if learners attend class with prior preparation. They can find interest to participate actively in open discussion and take notes properly.

Reading textbooks is a required and essential method of study in most academic settings. This can improve learners’ ability to recall what the learners read in textbooks. Similarly, audio-visual learning methods add values to the learning process up to 20% retention of information the learners learned. This learning method help learners more when the teachers incorporate different audio-visual tools like videos lectures, audio for teaching pronunciation, accent and stress, pictures, diagrams, flowcharts and graphs.

Demonstration, on the other hand, involves the teachers providing learners a learning task

that they observe. This practice enhances active learning for the learners. Group Discussion provision in classroom setting, lead learners to greater retention of information. Discussion groups stimulates learners' interpersonal communication, critical thinking through active participation and profound engagement. Practice by doing is the next method that leads learners to in-depth understanding of contents, more retention and improved recall.

The best method among all is to teach peers. When the learners are given the responsibilities to teach a content to their peers, they will have a very good mastery of the concepts, and superior retention and recall. In accordance with the view of Learning Pyramid model, learners can retain around 90% of the contents they teach to peers.

## **MAKING LEARNING SUSTAINABLE**

People, all over the world, of all ages are enthused by the promise to make the world a sound place. Teachers can transmit the enthusiasm among the future generation by incorporating sustainability in your classroom as well as outside the classroom. Academic program, now-a-days, focuses on developing skills like communication, collaboration, creativity and critical thinking. This belief encourages learners to apply their knowledge.

It is inevitable that teachers, in a learning program, play a significant role in making learners to encounter all upcoming challenges of future along with present ones. The most powerful way to lead the learners of new generation accordingly is to share teachers' journey of sustainable lifestyle with them. Who does not believe the essence of the saying 'actions speak louder than words'.

As a part of practice in classroom setting: the teacher needs to patronize the practice of making mistake and taking risk in classroom. Learners can be addressed to volunteer to share intricate problems they are to solve. The teacher should open the floor and invite discussion for probable solutions. Brainstorming upon the topic will create diversified opinion from various perspectives. By practicing problem-solving from different points of view, the teacher can create an atmosphere where learner will be engaged in multiple strategies to tackle problems, which is an important skill for lifelong success.

### **ENGAGING LEARNERS IN LEARNING ACTIVITIES**

For engaging learners in learning activities, it is required to engage them directly with an activity either by

- a. good behavior which is known as behavioral engagement
- b. positive feelings which is known as emotional engagement
- c. student thinking which is known as cognitive engagement (Fredricks, 2014)

As learners of tertiary level are mature and responsible, during designing and implementing learning activities in an engaging way, they can be kept engaged behaviorally and/or emotionally, and/or cognitively so that a wonderful learning environment is created. The following issues can be taken care of:

- a. Planning of activities should be relevant and meaningful. If the learners do not accept the activity of learning to be precious in terms of effort and time, they will not be engaged in an effective way. (Fredricks, Blumenfeld, & Paris, 2004). These must also be connected

- b. with the learners' existing knowledge as well as experiences.
- c. The learners must be given authority to perform the assigned activities. The teacher must convey every plan, objectives and information very clearly before let them handle the issue. The teacher's confidence upon them will encourage the learners to be enthusiastic and bold.
- d. The teacher should focus on collaborative learning. Collaborative activities enhance strong communicative skills, interpersonal skills, problem solving ability and leadership among the learners.
- e. The teacher needs to assure the learners that s/he will be there to facilitate whatever necessary. They can proceed ahead keeping in mind that their mentor is always there.

## **METHODOLOGY**

In this teaching planning, concept related to Andragogy was implemented. Andragogy is a term used for adult focused teaching approach known as technique to assist them to learn. There is a sharp difference between teaching and facilitating to learn. Adult learners are more experienced and responsible for their own learning. They can plan and even evaluate. They are interested in the information which is useful for them in the long run. They actually want to know why they are learning. Thus if they are provided with the outcomes as well as the far reaching impact of the outcomes of learning, they will be interested to learn. Moreover, if concepts like developing self-esteem, self-confidence, ambition for better life, curiosity, self-development and recognition can be focused, the learners will learn spontaneously from any situation and source. Palis, A. G.

& Quiros, P. A. (2014) considered andragogy to reflect that sometimes even lectures have become very attractive when these can engage adult learners more actively. Stormy discussions in small group, peer-teaching, Socratic dialogue generated by the teacher can make the lecture classes very engaging.

To look for its history, Malcom Shepard Knowles (1968) proposed adult learning theory familiar as Andragogy. Knowles documented the dissimilarities in the ways that adults learn. To him, the unique learning pattern of adult learners are far more different from children.

### **LEVELS OF LEARNING**

In the study, edited by Benjamin Bloom in 1956, regarding human cognitive domain familiar as Bloom's Taxonomy, six levels were recognized. It narrates a journey towards knowledge crossing step by step from lower to higher level. It encompasses understanding information, establishing ideas, investigating and analyzing data, implementing creative ideas, selecting approaches for problem-solving and finally assessing those ideas. For engaging and inspiring learners and for ensuring deeper learning, the insight is very effective. Step by step, the facilitator will increase the level of learners' learning. Keeping these steps in mind, in this teaching plan, all sorts of level of learning were included from simple remembering to evaluation level.

### **TEACHING PLAN**

The plan was to create a group of enthusiastic and independent learners who will be equipped with some essential skills as well as soft skills. Thus the engaging techniques were implemented



for preparing a group of learners who can:

- a. consider learning as interesting adventure not as anxiety or stress.
- b. take responsibilities.
- c. take a challenge to think to solve any of the academic problems.
- d. be equipped with soft skills to seek help from different sources (book, teacher, internet, team members )
- e. be eligible to ask striking questions.
- f. have the satisfaction facilitating others ( classmates).
- g. develop team spirit
- h. gradually solve all real life oriented problems.

Independent learners are the learners who take their responsibility of learning by himself or herself. As a part of being independent learners, they must ask questions about various topics know what is the possible resources are and how to use these, collaborate different hard and soft skills, be creative to contribute innovative ideas out of existing knowledge and finally will keep learning as a continuous process lifelong. Teacher's keen observation ensures learners' achievement of all the criteria mentioned above.

## **IMPLEMENTATION**

In the abovementioned course, there were about 170 concepts which they will need lifelong both in their academic and professional life. Only memorization will not help them. Thus, the learners

were asked to guess the meaning of the given topic. Then they used to check the concept from text or internet. They discussed the application of the linguistic or literary term. They collected exemplification. Then they compared and contrasted the concept with other similar concepts. They needed to exemplify from real life experience. In a round sitting arrangement, they read, discussed, asked questions, and answered to the others' questions. Finally they prepared themselves for teaching other classmates of other groups through attractive presentation. Usually a teacher teaches the whole class, whereas, all group members were here responsible for their own learning and teaching their classmates. In the whole process, they were given the authority to plan for final presentation. The class was divided into four groups to cover all the topics. They were discovered to be appreciably innovative.

Teacher's role was planning every class, creating groups, setting their sitting arrangement, conveying the learning objectives and providing whatever help learners asked for. Moreover, maintaining discipline, attitudes, sound and joyous environment in class was the teacher's part of responsibilities. In such a positive and appreciating setting, each of the classes became full with newness where the learners became more spontaneous and innovative.

Teaching the courses by motivating the learners for learning by themselves was unlike to the typical practice of memorizing the significant information and describing those into the exam scripts. Classes became lively, innovative and performance based.

## **TEACHERS' ROLES**

Some roles of the teachers for such as project can be specified as:

**To set the Philosophy of teaching:** The teacher needs to think of being out of box and come out

of the perception that teacher's head is a big tank of wisdom from where knowledge will be transferred to the small tanks of learners. Learners are capable of thinking and creating. As a teacher we can guide them with our experience and expertise. Our respect to the learners can strengthen them incredibly.

**To be ready to receive endless questions:** The best teacher inspires the learners to ask questions and instead of answering those, s/he wisely asks questions to the learners so that they can find their answer by themselves.

**To give the learners authority:** We need to believe that they can be able to explore the challenge. A little inspiration, support and guidelines from the teacher can take them to the pick of successful achievement.

**To be a creative and interesting model:** Our learners are deeply influenced by the teachers. Teachers are their real life heroes. Consciously or unconsciously they follow the image of the teachers. If we plan to practice interesting and creative activities, automatically they will be more innovative, creative and interesting.

**To be Plan maker:** Planning should start much earlier than teaching starts. As confident planner we can achieve learners' trust to be moved by our plan.

**To be a diversified mentor:** Learners of this level love surprises. Change of sitting arrangements, place, role, method enhances learners' interest to learn. If we can plan before handling a class, we can apply so many innovative ideas.

**To be a facilitator:** As facilitator we can provide the learners with any help they seek for in classroom or outside the class. We also need to be very close to them psychologically. If we

reach to them, we can motivate them to give best effort for learning.

**To be a motivator:** As a real life coach, the teacher needs to build the confidence of the learners by appreciation and positive feedback.

### **LEARNERS' ROLE**

To be independent learners, they should have some criteria, like:

**To have inquisitiveness:** The first criterion of a learner is inquisitiveness. S/he must have questions as they used to ask during their childhood. A learner must be curious enough to learn anything.

**To have faith:** S/he must have faith upon the activities of the mentor and upon himself or herself.

**To have enthusiasm:** S/he must be enthusiastic enough to accept learning as an adventure where there is challenge to take and have the satisfaction as s/he is able to solve it.

**To have the tendency like knowledge seeker:** As a knowledge seeker, he should be expert enough to get ideas, materials or technical help from other persons or resources.

**To be knowledge Sharer:** As good learners share their ideas with others, their ideas are multiplied. In fact, to know by himself or herself and to let others know are two different issues. For helping others or sharing ideas with others, they need to know everything more clearly and perfectly. Thus they become more responsible.

### **FEEDBACK FROM THE LEARNERS**

To know the feelings and experience of the active learners of the teaching project, opinions collected from there are:

- a. Our course teacher gave a topic in almost every class and created such an environment where we had enough scopes to think, study from different sources, accommodate ideas, discuss and exchange views with team members in the class.
- b. After discussion session and study, we had to share our knowledge with everyone in the class through presentation.
- c. Every class was different. We were waiting for surprise every day. We had different group members in every class. We were given freedom to look for help from any person, any book, and to browse from internet. After learning we conveyed the concepts to everyone in the class in versatile ways.
- d. The classes were very interesting, we never felt boring.
- e. Working in group is more energetic and powerful than working individually. Ideas are multiplied.
- f. We all had to present every class. In this way we could blow out fear of presenting any topic effectively before audience. We became more skilled.
- g. We were lucky to work in a very positive and encouraging environment. We were appreciated for whatever we could present; the rest information, examples and analogies were added by our classmates and teacher.
- h. Team spirit was encouraged. The feeling of learning from classmates was worthy. Conveying new ideas were appreciated by all. End of the class we could clarify our ideas perfectly.
- i. In few first classes, we were embarrassed. Gradually we have become very curious.

- j. Many activities were included. Thus classes became very enjoyable.
- k. We had to seek for help from our teacher, and classmates, look for materials, internet etc. to solve the given problem. In this way, we learn how to communicate with others to seek for help.
- l. As we could solve our topic and convey the concepts successfully through presentation, we became confident that we really can solve every academic issue.
- m. We could develop a unique bonding among us through sharing and caring each other.
- n. As we had to brainstorm to have ideas and to associate our topic with real life situation, we needed not to memorize those concepts blindly.
- o. A platform was given to us to show our creativity.
- p. We could develop independent skills to think and to explore.
- q. We were the focus of the class so we became more enthusiastic. As we did everything by ourselves, our self-esteem grew high up.
- r. Being capable of teaching our classmates was highly satisfying. This inspired us to learn more enthusiastically.
- s. Learning from classmates besides teachers is easy, comfortable and interesting.
- t. We could develop an amazing relationship with our teacher.

## **CONCLUSION**

By believing the essence of the Proverb (Chinese) ‘to provide someone with a fish is synonymous to feed him/her for a single day but to equip someone with the technique of fishing is similar to feed him/herlifelong’ the researcher did not confine herlearners with learning

The contents of a single course. Rather, the target was habit formation so that they can learn anything enthusiastically by themselves. Besides classroom practices, the members of the learning group were connected through Google Classroom and Facebook messenger group. It helped a lot to exchange views and thoughts beyond class hours. The learners achieved nice presentation skills. When they were given the authority to plan for final presentation, the class was divided into four groups to cover all the topics. They proved them appreciably innovative and spontaneous. Final achievement was that they have become confident to receive any topic/problem of study in a glad mood to solve. They have become habituated to search answer to any given topic and present before the informal audience.

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