



RESEARCH PAPER

Impact of the Course “Introduction to Education” on Learning of Undergraduate Students

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ABSTRACT

The Course Introduction to Education was launched in the Department of Economics at Government College Women University Sialkot in September, 2020. Since then, it is being taught in a number of departments in this university. This study was conducted to see the overall impact of Introduction to Education on Cognitive, psychomotor and affective domains of learning at Undergraduate level. Question papers made by six faculty members of department of education were used for data collection along with a self-developed questionnaire. Learning outcomes were categorized in three domains of learning as cited above according to Bloom’s Taxonomy of instructional objectives. The Course Introduction had a significant impact on the cognitive, affective and psychomotor domains of learning. The students learnt the basic concepts, contemporary trends of education & teaching methodology. They were equipped with the essential pedagogical skills and competencies. They learnt to develop Audio-Visual aids. They learnt different theories of “Learning”. They came to know about different “Soft-skills” among students. It is suggested that the Course Introduction to Education may be taught in other public as well as private universities of Pakistan with a little modifications.

KEYWORDS Impact, , Learning, Cognitive Domain, Affective Domain, Psychomotor Domain

Introduction

The course “Introduction to Education” in 2021. It was launched after getting approval from the relevant statutory bodies and the competent authorities in 2021. Since then, a number of classes and groups have been taught this course in Government College Women University Sialkot. This study was conducted to see the overall impact of the course “Introduction to Education” on the students’ learning at Government College Women University Sialkot. Data was collected through questionnaire, interview and Question papers developed for midterm and final term examinations. The overall impact of the course Introduction to Education was seen and described in detail in this paper. It is recommended that the course “Introduction to Education” may be introduced in other private and public universities of Pakistan at Undergraduate level. The goal of the Course Introduction to Education was to familiarize the students with the basic concepts of education, to give awareness about the ongoing trends in the field of education. To give understanding of teaching methodology, to develop necessary pedagogical skills among students, to make the students able to develop Audio-Visual aids by themselves, to develop understanding of “Learning process” and to give the students awareness about different “Soft-skills”. Teacher, Student , Curriculum, Teaching, Learning, Society, Lecture method, Discussion method, Demonstration, Individual projects, Activity based teaching, Definition and purpose of Audio-Visual Aids ,Types of A.V.aids , Projected A.V.aids, Non-projected A.V.aids , Power Point Presentations , Practice of developing A.V.aids ,Trends in education ,Issues of

education in Pakistan, Millennium development goals(MDGs), Sustainable development goals(SDGs),Education for sustainability(ESD) ,Definition of learning,• Learning theories ,Classical conditioning , Operant conditioning ,Communication skills , Teamwork , Adaptability ,Problem-solving , Creativity, Inter-personal skills, Leadership, Time-management, Components of a lesson plan, Writing learning objectives, Types of learning objectives , Format of a lesson plan ,Model lesson, micro-teaching ,Definition of classroom management , Classroom management strategies and techniques, Students' disruptive classroom behavior , Creating an Optimistic Classroom Environment for Student Responsibilities , Strategies for Managing Potential Disciplinary Issues

Literature Review

The research indicates that students and teachers are two important components of the teaching- learning process. The research illustrates that positive teacher-student associations raises students' motivation for learning, which in turn accelerates the level of achievement among students Cornelius-White (2007) explored that learner-centered education, which emphasizes the role of teacher-student relationship, has substantial association with students' academic achievement, as well as reduction of troublesome behavior, absentees, and dropout. According to self-determination theory, all individuals have three basic psychological needs: the need for relatedness, autonomy, and competence (Deci and Ryan, 2000).

The course Introduction to Education throws light on different teaching styles that are used by teachers to make effective teaching. These are style to being traditional or to being modern. The efficiency of a model or style of teaching is always addressed in the academic history as a contrast to traditional learning or teaching. Traditional learning has been used as an antonym for new methods of learning, such as digital or e-learning, in a huge corpus of literature. Learning might be virtual, cyber, hybrid, or online (Gaytan & Pasaro, 2009). Other researchers have used the term "traditional" to describe their findings for earning to come to a decision on whether or not to use a particular teaching approach, such as accommodating learning, problem-based learning (Deo, 2014; Mughal et al., 2014) as cited by Albrahim, (2020). Traditional learning is defined by Lee and Tsai (2011) as "delivering learning information face-to-face with no technology." Traditional methods are examined by Targamadz and Petrauskien (2010) as learning is defined as "a process of learning that takes place in a physical learning environment under the guidance of a teacher."

Another teaching style described in the course Introduction to Education is "Modern teaching style". In the modern teaching style, modern equipment is used for teaching. Up-to-date Teaching Technique is important and most preferred in the age of technology. In modern method classes are modified with modern aids such as Audio and visual devices, Interactive Whiteboards, Visualizer, response System etc. Educational Soft wares etc. It acts as a tool for the teachers to explain the concepts in a more effective and lucid manner. Technology & knowledge would play an important role in value addition to our core competence of natural and human resources, a must for achieving our vision of 2030 that is of sustainable development." The efficiency of a model or style of teaching is always addressed in the educational literature as a contrast to traditional learning or teaching. Traditional learning has been used as an antonym for new methods of learning, such as e-learning, in a huge corpus of literature. Learning might be virtual, cyber, hybrid, or online (Gaytan & Pasaro, 2009). Other researchers have used the term "traditional" to describe their findings for earning to come to a decision on whether or not to use a particular teaching approach, such as cooperative learning, problem-based learning (Deo, 2014; Mughal et al., 2014). ibik & Yalçin, (2013) explained Project-based learning and game-based learning are two examples of this type of learning (Tolvanen, & Lyytinen, 2014).

The course Introduction to Education indicates the importance of curriculum in learning process. It was stated that curriculum is standards-based sequence of planned experiences where students practice and achieve proficiency in content and applied learning skills. According to the Descriptive Model, it is proponents of descriptive curriculum models argue that better curricula will emerge as participants get a better understanding of the process. The importance of objectives has been delegated. Skilbeck's (1976) model emphasizes the school's culture, therefore situational analysis is the initial planning phase. Goal definition, programed development, implementation, and monitoring are the next steps.

The course Introduction to Education focused on communication skills. Communication is crucial in preparing students to be not only lifetime learners, but also lifelong leaders. It indicates the importance of communication of teachers and students. They are also members of a wider community with a voice and a sense of social obligation. It is necessary to be able to communicate, discuss, criticize, and present information and ideas, which includes the use of ICT applications to engage in and contribute to the digital culture in a constructive way and you may utilize it to produce new knowledge or generate new ideas by transforming it. Dimensions of ethics and social impact globalization, multiculturalism, and the increased use of ICT all pose ethical issues, thus skills and knowledge are essential. Ethics and social impact competencies are also vital for employees and people in the twenty-first Century.

The course Introduction to Education focused on planning. This indicates that lesson to be planned before the students to teach the lesson. According to Stenhouse (1975), a process planning paradigm that is not means-ends can be constructed. Knowledge can be intrinsically justified: 'A type of knowledge has structure and includes procedures, concepts, and standards. Content can be chosen to illustrate the most essential scenarios in which the requirements are met' (Stenhouse, 1975, p. 85). In the Humanities Project, Stenhouse developed a discussion-based approach of teaching based on procedures derived from his process model. According to Model of idea "Conceptual model", proponents are usually more concerned with 'deep' concerns and less concerned with planning. Procedures Schwab (1970) wrote a series of papers about how to build a "practical" mindset. Language' is used to design curriculum. The concept of 'deliberation,' in which curriculum developers take the time to think about what they want to teach, is a big one need time to gather out pertinent facts.

Population

The students of BS Zoology 5th Semester, of BS Botany 5th Semester, BS Environmental Sciences, BS English 2nd SSDP constituted the population of the study.

Sample

The students of BS Zoology 5th Semester, of BS Botany 5th Semester, BS Environmental Sciences, BS English 2nd SSDP were taken as sample of the study.

Instrument

The Question papers prepared by the 6 faculty members in the department of Education, GC Women University Sialkot were used as research instrument for this study.

Data Collection

The answer sheets, award lists and ledgers of the midterm and final term examination of the BS Environmental Sciences, BS Botany, BS Zoology, and BS English SSDP programs were critically examined as they contained the relevant information for this study. The contained data about total allocated marks for the course Introduction to Education, the

obtained marks, the percentage of scores were calculated in the award lists. These data were analyzed and graphs were made to present it followed by verbal elaborations.

Results and Discussion

As impact of the Course entitled “Introduction to Education”, the students learnt the following concepts:

Concepts

- i. Definitions of Education by ancient Greek scholars like Aristotle, Plato and Socrates, the modern scholars like John Dewey, Rouso etc and the Muslim scholars like Shah Waliulla, Ibn e Khuldoon, Dr. Muhammad Iqbal etc.
- ii. Students learnt about the overall importance of education.
- iii. Students learnt about the elements of education i.e. Teachers, learners, teaching, learning, curriculum and society.
- iv. Students became familiar with the scope of education.
- v. Students were made familiar with the four teaching methods i.e. lecture method, demonstration method, project method and activity based teaching method. Moreover, they came to know about the advantages and disadvantages of the teaching methods.
- vi. Students were made familiar with the contemporary trends in education.
- vii. They were made familiar with the current issues of education.
- viii. Students were given detailed information about “Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs).
- ix. Students were given some information about “Education for Sustainable Development (ESD).
- x. Students were taught the definitions of “Learning” and two theories i.e. Classical Conditioning and Operant Conditioning. Moreover, they were encouraged to explore other theories of learning.
- xi. Students were taught different Soft skills i.e. Communication skills, leadership, teamwork, adaptability, problem solving, creativity, interpersonal social skills and time-management.
- xii. Students were introduced with the concept of Micro-teaching.
- xiii. Students were taught about different techniques that a teacher can use for managing a disruption in crowded classrooms.
- xiv. Students were taught about the nature and phenomenon of disruptive classroom behavior of students.

Practical Skills

- xv. Students were taught about different components of a lesson plan and they were trained in developing a lesson plan independently.
- xvi. Students were trained about writing learning objectives in three domains of learning i.e. Cognitive, affective and psychomotor domains.

- xvii. Students were trained about how to present a model lesson with a lesson plan and relevant A.V. aids?
- xviii. Students were enabled to define and categorize different Audio-Visual aids. They were also taught the purpose of developing and using the Audio Visual Aids.
- xix. Students were taught how to prepare a power point presentation? It was a practical skill to learn.

Conclusions

It was concluded that the course “Introduction to Education Edu-101” had a significant impact on the cognitive, Affective and psychomotor domains of learning of the undergraduate students of GC Women University Sialkot. Teaching of this course has not only enhanced the cognitive domain (Concepts) but also improved the attitudes, behaviors and practical skills of the students of BS Programs at GC Women University Sialkot.

Recommendations

In the light of the detailed analysis of the course contents, the following recommendations were made:

- i. A description of the underlying causes of disruptive behavior of students may be added in the course contents.
- ii. A description of the desirable attitudes or desirable student’s behaviors may be added in the course contents to improve the quality of this course.
- iii. The practical skills taught in the course may be described separately in the course outline.
- iv. Contemporary trends of education need to be elaborated further.
- v. Interpersonal social skills need to be elaborated further.
- vi. Details about the concept of Education for Sustainable Development (ESD) need to be added in the course contents.

Note: This research paper is derived from a funded research Project Approved and awarded by the Higher Education Commission (HEC), Government of Pakistan vide Ref. No. 83/IPFP-II (Batch-I)/SRGP/NAHE/HEC/2020/33 Islamabad, Jan 15, 2021) entitled “Education for sustainable development (ESD) through establishment of Institute of Education and Research (IER) at Govt. College Women University, Sialkot” as a Principal Investigator (PI). Abstract of this Paper was presented in the International Conference on Strengthening Teaching and Research Capacity: Collaborative Partnership in Social Sciences under U.S. – Pakistan University Partnership Grants Program held on 16-18 August, 2022 at Fatima Jinnah Women University, Rawalpindi – Pakistan in Collaboration with South Asian Institute, University of Texas, Austin-USA, and Funded by the United States Government Administered by United States Educational Foundation in Pakistan.

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