



Instructional Methods, Pedagogy and Research Issues

Panel Discussion on "Whither Academics?",
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Instructional Methods

"Effective teaching is not a set of generic practices, but instead is a set of context-driven decisions about teaching. Effective teachers do not use the same set of practices for every lesson . . . Instead, what effective teachers do is constantly reflect about their work, observe whether students are learning or not, and, then adjust their practice accordingly "(Glickman, 1991, p. 6).

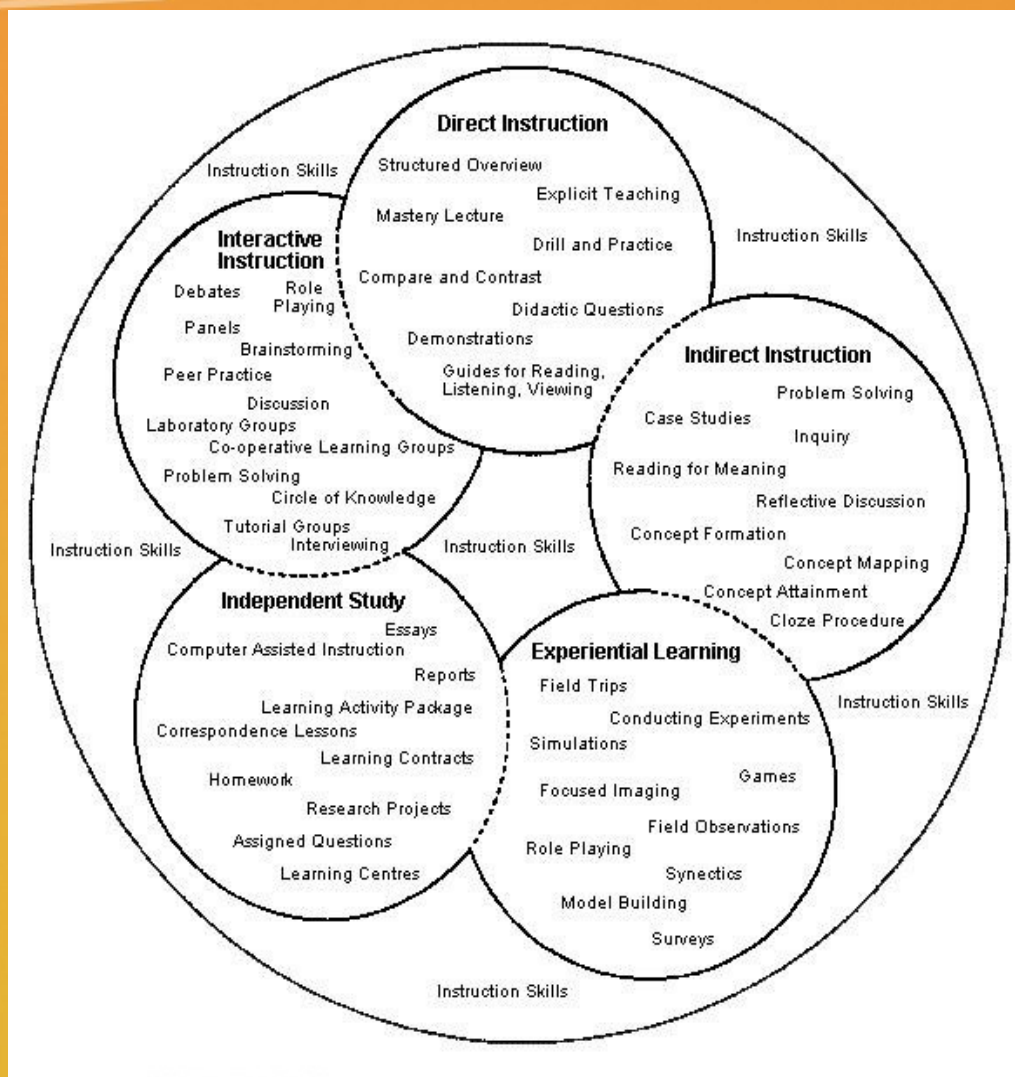
What type of instructional strategy is good for effective student learning and when it should be used and how should it be used.?

Are existing instructional strategies sufficient enough to address the requirements of student teaching and learning?





Existing Instructional Strategies



Ref: Bess, James L. *Teaching alone, teaching together: transforming the structure of teams for teaching.* 2000.



Pedagogy

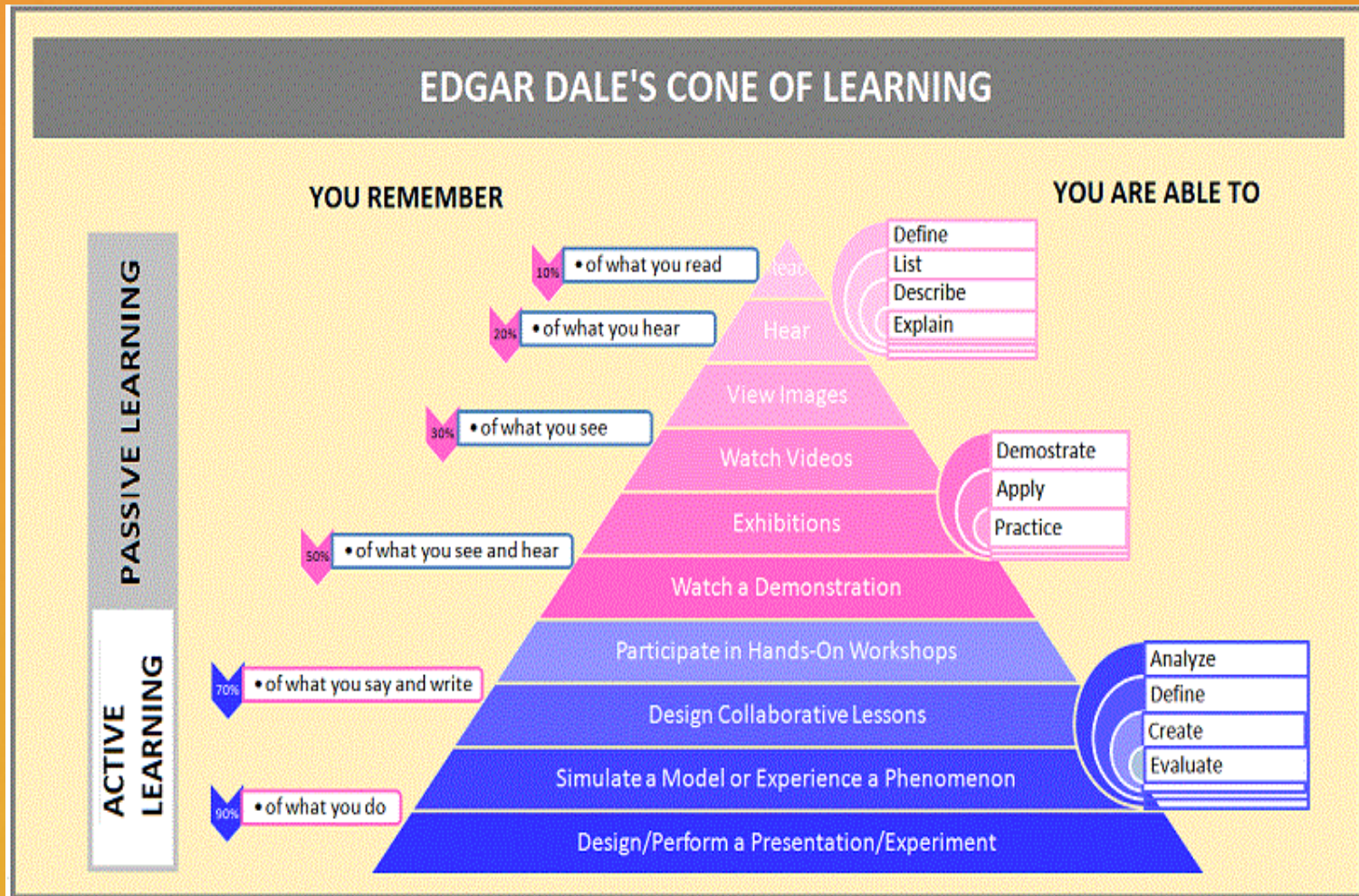
- ***How to teach Problem Solving skills?***
- ***Can we transform our classrooms to implement Active Learning?***
- ***Collaborative learning to encourage peer evaluation and motivate student learning and participation?***

Advantages:

- ***Enhances Student Satisfaction with the Learning Experience***
- ***Promotes Positive Attitude Toward the Subject Matter(Bligh, 1972)***
- ***Provides weaker students with extensive one-on-one tutoring. (Felder, 1997)***
- ***Learn how to work cooperatively and support each other***
- ***Develop effective teamwork and communication (including interpersonal and cross cultural awareness) skills***
- ***Assimilate multiple views to deepen knowledge and promote critical thinking.***



Modes of Learning



Ref: Dale, E. (1969) *Audiovisual methods in teaching*, third edition. New York: The Dryden Press; Holt, Rinehart and Winston.



Research Scholar Issues

Role of Faculty Advisor to Serve as intellectual and professional mentors to their graduate students, by:

~ encouraging students to be open about any problems in their working relationships (including the relationship with the advisor), and being open to making accommodations to deal with such problems.

~ providing students with evaluation of their progress and performance in regular and informative ways. Although the frequency may vary according to circumstances and academic cultures, a suggested minimum is two meetings each quarter. It is especially important for faculty to provide students with timely and candid advice when their performance is deficient or their lack of progress might prevent them from attaining the desired degree.

How to improve faculty advisor-research scholar conflicts of interest, affecting the progress of research output?

Do we have a departmental or institute ombudsperson to resolve research scholar conflicts and assist in clear resolution.

Most Problems are usually resolved most quickly and effectively at the department level, but in exceptional circumstances a student may wish to consult the Ombuds Office.



Open for Discussion

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Collaborative learning to encourage peer evaluation and motivate student learning and participation?

How to improve faculty advisor-research scholar relationships and reduce conflicts of interest/commitment, affecting the progress of research output?



Thank You