

FUNDAMENTALS FRAMING FOR OBJECTIVE BASED LEARNING AT DIFFERENT LEVEL: DEVELOPING TEACHING STRATEGIES FOR THE SCHOOL, HIGH SCHOOL AND COLLEGE LEVEL

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Abstract

Developing objective based strategies for student's exposure in natural environment is the key to attain the expected. While teaching to the different level of students it requires to understand the objective of learning objects at first. It must be analyzed in measurable way to implement practically. Secondly, the strategies must be objective centered which gives scope for mutual discussion in positive and enthusiastic environment. Positivity and enthusiasm works as core in functioning of the strategies. Finally, more the mutual discussion informal (natural) more scope for enthusiastic participation with proper communication of subject. Subjectivity might be the part and parcel of teaching- learning, however, if the directions (objectives) are followed the subjectivity can be turned into creativity, not lacking in but adding to the teaching-learning process.

Keywords: *Objective, strategies, informal discussion, nature, measurable, mutual, subjectivity.*

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Introduction

“Children learn by actively constructing knowledge through hands-on experience”- Jean Piaget

The constructivist learning environment requires to follow the objective based child centric aptitude in the teaching learning process. The fundamentals for achieving the constructivist objective based teaching rest on the four basic pillars. All the fundamentals work on the center of learning that is student. It ranges from framing of objective, stressing the objectives, framing objective based strategies, understanding the child psychology to implement it practically and subjective efforts to adore the teaching- learning process.

I) Framing of Objective

Learning goals and objectives help you develop a set of performance expectations, which then enable you to develop content that is appropriate for your instruction. With skills to prioritize and organize learning goals, you can build a teaching foundation to ensure that you can guide and measure student learning.

Thus, it is critical to know in framing of objective:

Knowing the content- What should students learn? What is the practical applicability of the content? Which actions of the students need to be motivated and which to be controlled? Decide what activities and behaviors will be monitored.

Knowing the audience- Who are you addressing? What are the individual learning needs as well as any group needs? Example: The incoming class of grade eight students will be able to understand how to classify apply the clauses the clauses into different in different context. So such type of objective framing can be fruitful. However it is not relevant to all grade levels.

Knowing the expected responses-Expected measurable actions from the students. How will students demonstrate what they have learned? What do the students have to do in order to show

that they have learned the lesson? Example: Underline the main and subordinate clause in the given sentences. This helps in attaining the learning objective practically.

Knowing the wide perspective-Considering the importance and applicability of content. How will students learn for future learning? Which skills will be developed by this?

Knowing the degree-Judging the level of cognitive development as per the mental age and applying the Lots and HOTS centered objectives. (from knowledge level to analysis and synthesis) As a teacher, you have to decide what level your students are at. Under what circumstances will the learning take place? What skills will be demonstrated to show that learning is occurring? What is the expected level of accomplishment?

Making the objectives Measurable- For the most effective assessment of the learning experience, use only measurable action verbs that clearly describe what you expect from the learner. The SMART Model - i.e.-Specific, measurable, attainable, realistic, and time bond. Applicability and utility of the objective chiefly rest on the above fundamentals.

II) Stressing the objectives

Framing the objectives after the consideration of the above points it requires to get the students know the objective for achieving the proper learning outcome. When students will be aware about the expected response their energy can be focused toward the right direction, avoiding the diversion. So it is critical to follow-

- 1) Stressing course objective initially in the period. It can be written on the board.
- 2) Stating the short time objective that can be attained in a period.e.x.-Students will be able to present the one minute summary of the poem ‘Solitary Reaper’.
- 3) Objective should not be more in number, as have to achieve in the period.It should be short, precise and measurable.
- 4) Long term objective can also be stated, but it will not be able to attain in the period.e.x.- Students will be able to sympathize with plight of lady in solitary reaper.
- 5) Evaluation of the short time objective after each topic. Preparation of assessment strategies as per classroom teaching help and motivate students to be more alert in the process.

A) Developing objective based child centric strategies

Meaning of child centric strategies-As mentioned above, the center of the objective framing is student then the center of strategies must be the students, as the destination and path can't have opposite directions. If the center of activity is passive then how we can call it activity. Hence, it is necessary to have much involvement of students and guiding role of the teacher to attain the expected, as platform is having no less importance than the actors.

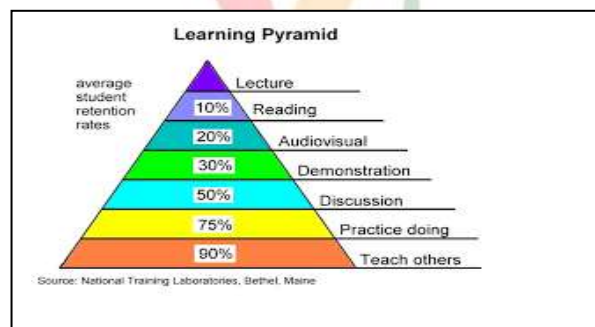
Thus, it is critical to know basics of objective based child centric strategies:

Different types of learner

Strategies must be designed by identifying the different types of learner in the class and catering them as per their capability of grasping knowledge. A strategy which is fruitful in one context can be a mere fiasco in another. So, the VARK model helps us in framing the strategies for visual, auditory, reading/writing, and kinesthetic learners. To attain same objective from the diverse learner, diverse strategies are expected to apply. Application of more audio /visual aids, use of modern education technology aids like Educomp, K-yan and Digital boards should be used and such strategies should be developed. Ex. Students are asked to make PPT's for peer teaching.

Active learning pyramid-

As per the learning pyramid the real learning takes place with the involvement of the students. That is why lecture, reading, audiovisual, demonstration proves to be teacher centered. And student centered strategies like Group discussion, Practice doing or immediate use, Teaching others or sharing of what is studied has more average students retention rate. So strategies must be student centered, giving scope to the maximum students participation.



Different grade levels

As per E.H. Erikson significant relations with surrounding keeps changing as per the mental growth of the person. Teachers tend to look at the taxonomy of learning behaviors as the goals of teaching, which means that the goal of our work is for the learner to acquire new skills, knowledge, and/or attitudes. Understanding the level of cognitive, affective and psychomotor development from simplest to complex, and the strategies must be framed. Try to be as realistic as possible with the degree of competence. We don't want to aim too low, but we want the tasks to allow for a margin of error and improvement. Ex-group learning can better be implemented from middle school level so the group learning strategies can better be implemented at this level. As creativity is at bloom in earlier age this student should be given the scope for individual or group learning focusing their creativity.

Objective Centered- Interlinking of strategies with the objective

Strategies are the means to achieve the objective and not to reframe the objective as per strategies. The objectives are the core of learning process. It is the ultimate aim and foundation of the learning outcome. So the strategies must be framed as taking the behavior of the students toward the expected learning outcome. So the applicability and perfection of the strategy depends on attaining the learning outcome directed by the objectives. Strategies should fulfill the demand of objective then only the right message will be conveyed from the speaker to the learner and the chain of teaching learning will be completed.

B) Understanding of the child psychology-Creating natural environment for enthusiastic participation of the students

Objective setting and methodology application is the dependent on the behaviors of the learner, hence to work on the psychology of learner is fundamental.

1. **Supporting the spirit of age**-The childhood stage or initial schooling stage of the students is the first exposure to new environment. In this new world which comes only after home and neighborhood phase their creative abilities need to be channelized. Initial identification and motivation to such things make them conscious and attentive about their skills. While adolescent and pre-adolescent develop self-centeredness. The complex development of their mind is very rapid so introduction to few of the abstract ideas can better be rooted. It's better to make them presentable about their views. More they get chance to speak more their sense of self gets exposure and they start supporting their views and accepting the public view and ultimately the objectives of informal communication is fulfilled.
2. **Matching the spirit of the age**- In the childhood stage or initial schooling stage of the students their creativity and activity is at full. But it requires the platform to boost the confidence. To work with them in the parallel situation of earlier stage open them up into the new environment. The students from the age of 9 to 14 or pre-adolescent have more media attachment than the adolescent in handling such students Use of Modern terminology and media knowledge can be used as a tool to reflect the ideology. Prior knowledge is important to have proper understanding of the content, if it is proved that they have this then self will be properly catered and will be helpful in gaining the confidence of students.
3. **Framing the right spirit**-After supporting the spirit of their age and matching the spirit of their age we need to compare and contrast event putting before them the right spirit to choose by themselves without forcing. (Especially for adolescent).After stating the Practical applicability of the content for them and making them understand practically, the natural enthusiastic participation of them will be achieved and the objectives will obviously be fulfilled.

C) Subjectivity- as an internal force

Meaning

As T.S.Eliot apply the importance of Traditional and individual talent in the poetry, it is applicable to the teaching learning process as well. Above mention fundamentals are the tools and it is the subjectivity or handling capability of an individual which works as an internal force. If the fundamentals are the directing spirit, subjectivity is the spirit of moving force to reach the expected. Subjectivity is having positive meaning. It doesn't mean negligence towards the rules and principles but to keep inventing on the basics of guided principals.

Scope

Subjective approach can neither be taught nor inculcate. The gift makes every teaching leaning chain unique and add on to the better learning outcome.

• Subjectivity as a creativity-

1. It opens up new ways for variations in strategies and methodologies.
2. It decides the degree of implementing the strategies practically.
3. It helps in catering the same in creative ways, making each experience new and thus enjoyable.
4. It is a force which works at the Parallel, in co-ordination of the fundamentals as an invisible spirit.
5. It guides the process, shows its essential participation, yet cannot be termed.

Conclusion

'Character cannot be built with mortar and stone. It cannot be built by hands other than your own.' - Mahatma Gandhi.

Thus it is relevant that center of the learning is student. If we expect the behavioral changes in them, it requires to understand the student's psychology and catering them into the natural, positive and congenial learning environment.

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