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Teachers and Students' Perception on Intended and Enacted Teaching Methods in Higher Education Teaching

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Abstract

The curriculum, pedagogy and assessment are the crucial interrelated elements for effective teaching learning activities in the higher education classroom. Due to so, this research project focused on analyzing the teachers and students perception on intended and enacted teaching methods in higher education teaching at Tribhuvan University. For this, the qualitative research design was applied to explore the subjective realities of research problem. It was more descriptive as well as interpretive in nature. During this process, the curriculum study, open ended questionnaire and participant observation methods were used to collect the verbal information for this interpretive inquiry. It found that both teachers and students positively perceived the six-month semester based program and expected that it would help to promote the activity based teaching learning activities. But, teachers were used to in lecturer method and more popular in higher education teaching. Beside this, the teachers were mostly practicing the lecture, demonstration through multimedia projector, question answer, self-study, project work and home assignment during the classroom instruction for professional core course curriculum.

Keywords: Pedagogy, Curriculum, Instructional Strategy, Higher Education

Introduction

The pedagogy means teaching methods and learning in wider sense as well as interprets the educational theory and practice of teaching (Baldins, 2016). It reflects the arts and science of teaching. The meaning and practices of it rooted in our culture and socialization process where people adopted from informal learning process (Menon, 2016). It also refers to the instructional strategies that used in the classroom (Singh, 2012). The concept of pedagogy covers the teaching methods, teaching theory and practice, science of teaching, learning process as well as instructional strategies. According to Evans and Savage (2015) pedagogy is more than just a way of acting as a teacher. It involves a way of thinking and a way of knowing; it exists within a relationship of people, resources and ideas (P. 73).

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The concept of pedagogy changing with the time spending in history to till now. The ancient culture had established the different pedagogy/teaching methods which are more useful till now (Menon, 2016). The teaching or pedagogical paradigm has changing day by day and the traditional paradigm changed by the new innovative paradigm of learning where students are more active than teachers (Namitha, 2018). Similarly, the teacher or instructor roles are changing due to effect globalization and transformation of socio-cultural dimensions in society (Aynur, 2017). The summary of pedagogical development has been presented below.

Table 1: Pedagogical Development in Ancient Cultures and Civilizations

S. N.	Periods/cultures/civilizations	Pedagogy/teaching learning methods
1	Ancient Greek to middle age	Moral supervision, repetition, practice, debate, Socratic dialogue, reasoning and questioning (Plato's academy)
2	Ancient Vedic period/civilizations	Memorization with stress pronunciation, critical analysis and comprehension, Sravan (listening to the teaching), Manana (reflection on the teaching), Nididhyasana (meditation on the truth), question answer method, Tarka Bidya (science of debate), Veda Bidya (science of discussion),
3	Ancient Buddhist civilizations	Mostly verbal, question answer, discussion, debates, Agra Shishya Pranali (monitorial system), travelling and nature study method, book method, preaching and conference method, vernacular dialects and meditation in solitude.
4	Ancient Chinese region/civilizations	Oral instruction and teaching, modeling

Sources: Ornstein & Levin, 2008; Menon, 2016; Ornstein & Hunkins, 2018; Ozmon & Craver, 2003

The teaching learning cultures has established from beginning to till now. In the ancient period, education was mostly religious in nature and organized non-formally. The teaching learning methods were mostly teacher centered. Both Buddhist and Hindu education system adopted mainly rote learning, group delivery and chorus repetition (Singh, 2012). But in another side, at that time, the learner centered methods were also

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applied to teach the students. The role of teacher was most important and gave the important value to the teacher in society (Pathak, 2009).

In the beginning, traditional teacher centered methods focused on the active role of teachers where they decided what and how students should learn. It assumes that the students are unable to take responsibility for their own learning. But this approach was challenged by several learner centered scholars who focused on students' self-paced learning. This learner centered approach focuses on the multiple teaching methods rather than single method in a single setting. It has shifted the roles of teachers as a knowledge provider into the facilitator (Darsih, 2018). There is no single definition and program of student-centered learning or teaching methods. This approach focuses on students' unique needs, interests and aspirations, so it promotes the personalized instruction (Kaput, 2018). In learner centered approach, the teachers play the roles as coaches, facilitator and guides. They also play the roles to create the learning environment that fosters students learning (Darsih, 2018). Now a day, the alternative approach like paper and pen less classroom practices has established with the help of ICT tools (Namitha, 2018). This alternative approach is also called e-pedagogy which is a form of pedagogy (Baldins, 2016).

Philosophical overview of different teaching methods and instructional strategies

The education philosophy emphasized on the different aims of education, pedagogy, curriculum/subjects, teachers' role, students' role and assessment process. These educational philosophies clear usefulness and implication of teaching methods for change in student behavior. Moreover, it also argues their standpoint to use these methods. After review and revision of different education philosophies, the different teaching methods have been prescribed have been presented below.

There are several teaching methods, assessment tools and ways of communication practicing in the educational activities. Different philosophies have advocated different curricular practices, teaching methods and instructional orientations. Dorgu (2015) stated that teaching methods can be used to facilitate in learning and learners' satisfaction. There are several types of teaching methods that can be used differently in the diversified situations of classroom. The learners' ability, their numbers and natures of courses determines the appropriate teaching methods in a certain discipline. Similarly, Alexander (2004) presents the factors that should be considered to develop the effective pedagogy or teaching methods for classroom teaching. The first consideration is pupils' characteristics, development, motivation as well as needs. Similarly, learning is the second factor, in which, the nature of leaning,

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facilitation and assessment process should be considered while selecting the pedagogy. The third consideration is nature, scope, planning and execution of teaching. Furthermore, curriculum should also be considered that helps to determine the ways of knowing, doing and creating the learning environment (cited in Evans & Savage, 2015).

Table 2: Overview of Educational Philosophy with their Teaching Methods

S.N.	Educational philosophy	Teaching methods and strategies
1	Perennialism	Drill and practice, Computation, Recitation, induction, Problem solving discussion, Debate and dialogue
2	Essentialism	Lecture, recitation, Socratic dialogue, Behavioral objectives, computer associated instruction, audio laboratory, Memorization, Homework
3	Progressivism	Project method, Cooperative group activities, Critical community centered thinking, Problem solving method, Decision making and networking
4	Reconstructionism	Problem solving, Critical thinking, Creative thinking, Decision making, Networking, Work study experience
5	Existentialism	Self-paced and self-directed, Valuing and Decision making, Socratic dialogue, Self-reflection, Nondirective and Humanistic

Sources: Ozmon and Craver, 2003; Ornstein and Levin, 2008; Ornstein & Hunkins, 2018

The discussion clears that the classroom pedagogy or teaching methods are essential for effective delivery and development of knowledge, skills and attitudes in learners. The teaching methods help to implement the curriculum effectively according to the instructional objectives. In our higher education, there is huge gap between the intended and enacted or implemented curriculum in an instructional setting. It has well established the content delivery culture through the self-reading materials and lecturer notes. Due to these facts, this study has analyzed the perception of teachers and students on intended and enacted teaching methods or instructional techniques higher education teaching.

Methods and Materials

In research literature, there are quantitative, qualitative and mixed method research designs are practicing in educational and social science research (Creswell & Creswell, 2018). Among these, this study has applied the qualitative research design to explore the multiple realities of a research problem. This naturalistic approach adopted to explore the reality in natural setting (Denzin & Lincoln, 2005). This study has more descriptive in nature and analyzes the lived experiences of informants in central phenomena viz. intended and enacted teaching methods (Best & Khan, 2014; Creswell & Creswell, 2018). I have chosen the transcendental or empirical or psychological phenomenology for fresh description of participant experiences (Creswell, 2007). For intense information, I considered the factors like expense, time and accessibility before planning the sample size and sampling strategies (Cohen, Manion & Morrison, 2007). I selected the Tribhuvan University, faculty of education affiliated campuses as research field. From these campuses, I selected the seven teachers those who were teaching in the semester based master's degree program as a subject teacher of core subjects/professional subjects through the convenience sampling strategies. Similarly, the seven students also selected through the convenience sampling to collect their lived experiences on enacted teaching methods. For this, first, I identified the informants those who were teaching the professional core course curriculum in constituent campus of Tribhuvan University. I have administered the open-ended questionnaire to the teachers and conducted the in-depth interviews with students whenever reached in the data saturation (Creswell & Creswell, 2018). The interactive process were involved with my informants for collecting the data (Wiersma & Jurs, 2009). I followed the clear data collection procedures. I used the note keeping process for recording the information and then coding and categories the information while collecting the data. The three strategies viz. preparing, organizing and reducing the data were used for the theme generation (Creswell, 2012). In this process, I did many facets of analysis of circles. They include collect, code, categories and organize the information on the base of related themes. Based on these strategies, I developed themes out of the narratives and organized them in a reductionist's way (Wiersma & Jurs, 2009). I also used the direct quotation of informants to support the themes. So, I used interpretive way of analysis where used the verbal information (Creswell, 2012).

Results and Discussion

Intended teaching methods prescribed by the written form of curriculum that guides in selecting appropriate instructional techniques in a lesson. The effective content delivery and skill development in learners depend on the teaching methods.

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Considering this fact, this paper analyzed the teachers and students perception on intended and enacted teaching methods in higher education teaching. For this, after collecting the data, the two themes viz. perception on teaching methods or instructional techniques and prefers teaching methods for instruction were developed and analyzed the information with the help of informants verbatim.

Perception on Teaching Methods/ Instructional Techniques

The Tribhuvan University has launched the semester based educational program instead of annual education program in master's degree of education. This program basically expects to promote the activity-based learning in teaching. It commenced to discourage the students' irregularity in classroom as well as note recording culture during the classroom teaching. For this, teachers are prime agents to implement this program. It has analyzed the teachers' perceptions on prescribed instructional techniques in syllabus and their practices in teaching.

All of these selected teachers considered the written form of curriculum before its implementation for identifying the expected learning outcome, instructional strategies, assessment procedures as well as breadth and depth of subject matter. They used the curriculum to develop the academic performance of learners in a specified area of subject matter. Similarly, they also consider in order to select the proper resource materials, teaching methods and materials as well as assessment procedures. With the help of curriculum, the teaching learning can be made more purposive and goal oriented. The teachers were considering the curriculum to make an appropriate instructional plan and decision on curricular activities. According to them, the curriculum helped to determine the expected learning outcome, breadth and depth of subject matter and instructional strategies for teaching.

Among the selected informants, the fifteen-year work experience teacher expressed their perception on teaching pedagogy on annual and six-month semester program in this way;

Annual system is a teacher dominated system where I followed the lecture method. But, in semester system, the syllabus is overloaded to the students and they felt burden task. The student centric is only limited in curriculum policy.

Another teacher argued, "theoretically, the semester based educational program is better than the annual educational program". The semester system focused on the technology friendly learning as well as project based instructional strategy. But the campus has not implemented this program according to the policy expectation due to the lack of trained faculty members, financial resources and administrative head

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supports. By supporting these perceptions, another twelve years' experience teacher said that the teachers must have ICT skills as well as ICT integrated pedagogical skills for implementing the curriculum in semester based program rather than previous annual education program of the professional core courses.

The annual education curriculum has less burden that have/did not manage the internal assessment mandatory. The teachers only teach in the classroom. In another side, the semester base curriculum has covered content or subject matter sufficiently. The internal assessment also has been conducted to improve the students' performance.

One of the teachers stated that the policy documents of higher education suggest the child centered pedagogy where highlights the co-operative, project based and problem solving techniques for instructional delivery mechanism, but the current instructional delivery mechanism was dominated by the traditional chalk and talk techniques. She added in this way.

ICT integrated instructional techniques were not popular and rarely used it in each classroom activities. Day by day, teacher-oriented learning is still rampant due to the convenient way for content delivery.

This view proved that the teachers need to train in emerging learner centered pedagogical trends for their professional development. ICT integrated teaching also need for effective teaching learning activities where teacher should be transforming their traditional way of instruction into the ICT friendly classroom interaction.

One of the teachers perceived that the self-directed teaching technique is most appropriate for higher education teaching. He added, it should consider the independent and interdependent learning approach in semester-based teaching. He used the flipped pedagogy in semester base teaching of master's degree students. Similarly, another teacher perceived that the instructional delivery techniques helps to deliver the content effectively in students as well as achieve the curricular expectations. He used lecturer with discussion, demonstration, home assignment, self-presentation and group discussion methods while implementing the curriculum. Likewise, another teacher perceived the prescribed instructional techniques and teaching methods were good. In practice, it is problematic in the use of these methods due to the student teacher ratio in the classroom and lack of administrative support for faculty members. It shows that these methods are similar with the general instructional techniques of professional courses curriculum. Another teacher also used the lecture as well as project method in classroom teaching. The ICT integrated lecture method also practiced in content delivery and sharing the resource materials.

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The teaching methods are the essential parts of teaching learning activities. The teacher argued, it should be more flexible than rigid structured. It should be selected based on the learners' needs, ability and learning styles. Similarly, the university's infrastructure, students' number, classroom management, administrative supports influences on in selecting the instructional techniques and methods. This teacher was selecting the varied teaching methods according to the nature of subject matter and availability of time. The interactive and learner centered teaching methods viz. discussion, problem solving, and inquiry methods were used frequently. The lecture method was also used where difficult to complete the course in time. The teacher also told the intended and enacted teaching methods in this way.

There is huge gap between the prescribed instructional methods and teaching methods implemented in the classroom. The curriculum encourages to use the learner centered or activity centered teaching methods but we are being concentrated on teacher centered pedagogy too. We are not doing anything for we want.

All of them claimed that it has difficult to implement the learner centered instructional techniques according to syllabus/curriculum due to the large number of students in a classroom. Likewise, the teachers are less trained and enjoying with the traditional teacher centered methods where they feel easier to deliver the content. There was huge gap between the intended instructional strategies and enacted strategies where teachers were not considering the prescribed instructional techniques by curriculum or syllabus.

In another side, students perceived the teaching methods as content delivery mode during the instructional activities. They added that teachers were used the lecturer method frequently where teachers explained and analyzed the subject matter with help of lecture note and power point presentation. One of the students told that teachers were not sufficiently provided the time for classroom interaction. They made the pretention in this way "I have no time, I need to go somewhere, and I am in holiday etc." Another student added that one of the teachers told "this is the higher level education and you must need to search the materials as well as manage your time for self-study". But students also told that teachers also used the interactive and learner center pedagogy too. They said, the teacher also used/applied the group work activities, paper presentation, project work and reflective note writing techniques during the professional core courses teaching. Similarly, one of the teachers used the ICT tools such as PowerPoint presentation, Mail for materials sharing and Facebook groups for discussion. Students agreed that teachers and students have habituated on the lecturing

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process. They added, "we want the teachers' explanations and analysis up on the curricular content".

Aforementioned discussion clears that instructional delivery modes are vital for effective teaching learning activities in the classroom. The teachers and students perceived that the interactive teaching methods are more effective than teacher centered methods. They both agreed, it should be changing their traditional lecture and note taking techniques into the interactive technique such as collaborative discussion, debate forum and paper presentation. The learner autonomous pedagogy such as project work, case study, individual and group assignment and self-presentation also must be applied during the curriculum implementation. They agreed that both teacher and learner centered pedagogy are reciprocal each other.

Prefers Teaching Methods for Instruction

The core courses expect to promote the theoretical as well as practical aspect of knowledge and skills on teacher professional development. For this, one of the informants prefers the SEAM pedagogy as well as heutagogy or self-directed teaching approach in higher education teaching. This teacher argued that it should be integrated the assessment procedure into the instruction. The curriculum, assessment and pedagogy are interrelated to each other for better teaching learning. In contrary, another teacher preferred the lecture with discussion and group work activities for conducting the teaching learning activities. He put the value of these two instructional approaches only in higher education teaching. According to his viewpoint, these techniques are more popular and appropriate to teach the higher education students. Similarly, another teacher also highlights the lecture method as well as prefers the problem and project based instructional techniques. These problems and project-based teaching helps to promote the meaningful learning. It is also helpful to develop the feeling of responsibility and ownership in their learning.

The higher education classroom students are being matured and able to think critically, understand the abstract subject matter as well as achieved the higher cognitive process for learning. Due to this maturity level of students, the teaching methods such as inquiry, problem solving, discussion and debate as well as participatory methods or learning circle are more useful for students teaching. Before implementing these teaching methods, it should be managed the proper infrastructure and appropriate student-teacher ratio.

It cleared that the lecture method is more popular in higher education teaching. Teachers suggested that it needs to empower and train in student centered teaching

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learning strategies for effective teaching learning activities. The teachers also should be updated in recent trends of pedagogy such as self-directed learning, collaborative and cooperative learning and interdependent learning strategies.

Aynur (2017) claimed that pedagogical competencies essential for university teaches for effective delivery, communication and assessment process in higher teaching. This study clears, the pedagogical competencies are necessary for a professional teacher and need to be train in teaching skills. In this study, it also proved that teachers and students were positively perceived the necessity of teaching methods or instructional techniques for effective teaching learning activities. They preferred the interactive and student-centered teaching methods where students can easily construct the knowledge and skills through their prior experiences. Similarly, Smith, Sheppard, Johnson and Johnson (2005) finding is that the problem base and cooperative learning strategies can replace the lecturer dominant teaching. By supporting these findings, this study found that the professional core courses curriculum also focused on these teaching techniques but the teacher dominated pedagogies are also covering larger area too till now. In practice, teachers were commonly applied the lecturer method dominantly instead of cooperative, problem solving and critical thinking instructional strategies. This study has cleared that learner centered or interactive teaching learning strategies are more applicable than teacher dominated strategies for university teaching. The written or intended professional core curriculum expects the application of learner centered teaching learning strategies during the teaching but it found that teachers were unable to transform their pedagogical skills due to the lack of training, professional aptitude as well as taking as a burden task.

Conclusion

Due to the changed in pedagogical thoughts, it needs to transform the teaching learning process from the conventional chalk and talk methods into the interactive as well as blended teaching learning process. The seen scenario of teachers initiated instructional techniques are in more popular for higher education teaching. The curriculum tries to mention both teacher and student centric instructional techniques. But the classroom scenario has the different reality where the lecture or lecture through PowerPoint presentation are more famous in semester-based classroom teaching. Teachers and students positively view the student centered and activity-based teaching learning activities and consider the written form of curriculum before implementing curricular expectations. There is a gap between the prescribed instructional techniques and enacted instructional techniques where teachers use these techniques according to their convenience. The fact is that the teachers need to update in their professional

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development skills where they are practicing the conventional teaching learning strategies till now. For this, the self-directed technique, group work activities, project work, participatory learning circle, debate and discussion methods need to adopt as teaching learning part of higher education classroom. But it is necessary to minimize the use lecture method during the classroom instruction.

Implications

This research has several implications in the field of higher education classroom teaching. Broadly, the findings could be useful in deciding the appropriate teaching methods and instructional techniques for effective teaching learning activities. The teachers need to consider the student centered and activity centered teaching methods instead of lecture methods before making instructional plan. Similarly, the findings can also be applied in developing professional development program for teachers. This study provided the evidence of the need of pedagogical transformation in higher education where could be adopt the ICT integrated pedagogy in the classroom. Furthermore, this study encourages the teachers to incorporate the ICT integrated and blended pedagogy in their teaching. It also helps to motivate in updating the professional skills of teachers.

Further Suggestions

This small-scale research does not cover all aspects of research problem within the same area of problem. This study is also unable to cover the entire aspects of pedagogical practices in higher education classroom. Due to this reason, this study also warrants the several research problems for future study. This study applied the qualitative approach to explore the multiple realities form the verbal evidence. So, another study might be use quantitative approach to explore the single reality from the numerical data. Apart from this, any researchers can search the effectiveness, necessity and effect of classroom pedagogy in higher education teaching.

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