Developing teaching approaches to support students in higher education

[1]**Muppala, SPR and** [2]**Chandramohan Balasubramanyam**

↓,[1]School of Engineering and the Environment, Kingston University London
Friars Avenue, Roehampton Vale, London, SW15 3DW, UK
↓s.muppala@kingston.ac.uk
[2]Institute of Commonwealth Studies, School of Advanced Study, University of London
Senate House, Malet Street, London WC1E 7HU

The research focus of this study is enable students achieve good skills, featuring the importance of critical thinking for effective learning and take responsibility for their own learning from their prior experience. At the end of the module the students achieve a good learning experience. The particular focus here is to help the weaker students to:

- o clarify surface learner's doubts in the lecture theatre (by offering reservation)
- o invest time in special clinics
- o give more examples and analogies
- o encourage by emotional praise despite his/her little contribution

In this regard, the first cycle is developing classroom material and use of VLE resources for outside classroom learning

Figure 1 shows the logistic use of the learning material. The class notes is an ideal way of learning things in a short time. The study material is a supplement and support class learning. It has various advantages, a) acts as impetus for active learning process for a considerable period of classroom time, b) it also enhances their writing skills ([1]; page137) and c) there is evidence the original learning contributes towards long-term retention [2]. However, on the other side, jotting down notes during delivery of lecture, the student will not concentrate on *receptive listening* to the lecture.

Yet, the students are advised to pen down important/unclear points, for future reference and lineate with e-learning material (Fig.1). This means that the students' ability to comprehend will be high and through self-reflection enable them to acquire skills essential for maintaining logbooks, a chronology of working notes for future navigation (Fig.2).
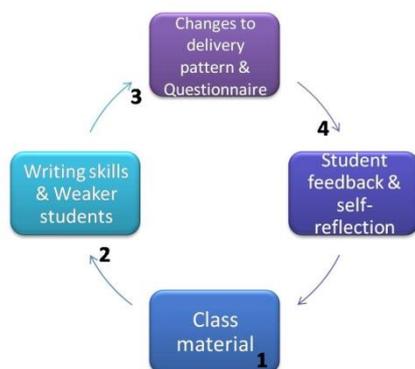

Fig. 1.
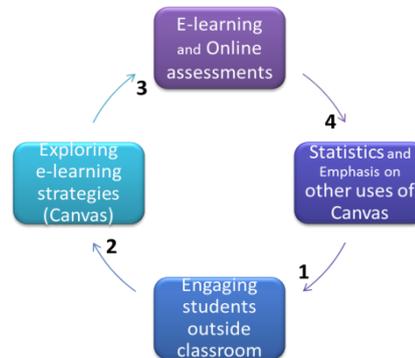Delivering class room material: Class notes and textbooks

Fig. 2. Cycle-2: Canvas and e-learning

e-learning

It is necessary to know–really–where students can get involved. It is through partnerships. E-learning[1]/[2]Canvas helps with 1. listening and 2. creating space to collaborate, share and make learning

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[1] This will help students to access updated module information 24x7 and to learn at their own pace.

2 Canvas is a learning management system, also known as e-learning tool. The positives of this approach:

1. It helps manage assessment calendar, all dates from submission of course work to feedback, to access updated module information 24x7 and to learn at their own pace
2. Lab ROTA could be managed; schedule appointments with students; can be alerted re non-submission of reports
3. Deleted contents can be restored, 2 to 3 months old
4. It can help create simple activities. For example, drag and drop of the YouTube URLs into what is called Watch box, although copyright issues has to be addressed.
5. Feedback to the students in Rubric is actually a communication with the students

more meaningful. In other words, students are leading change through independent learning. It helps to supplement face-to-face teaching to achieve the learning objectives of the module. It is known also helps engage all students to think, improve their writing skills and work on their e-portfolio. The latter is useful for their employability. Online tutoring benefits those that are shy, international/BME students to raise questions especially if they are lagging behind the more able students [3, 4]. The present authors at AdvanceHE 2018 [5] say that e-learning encourages collaborative learning, and helps synthesize and evaluate ideas. This may be especially true with international students that are used to traditional learning approach. We think that Canvas would not only be a material transfer and interactive tool, but can also be used for professional and innovative activities.

Summarize: with incorporation of this e-learning approach, the students albeit slowly will become more responsible for their own learning.

References:

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