

Assessing Effects of Learning through Observation, on Teacher's Attitude towards Socially Active Teaching
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Modern day innovation demands special attention towards latest methods of teaching. These innovative methods of teaching bring meaningful approach towards pedagogical learning as compared with traditional methods. Active learning is one such innovative technique which enables learners at university level, to apply their acquisition conductively. Teacher Educators are agents of change to explain the methods of active training and disseminate its features to the prospective educators. A survey was conducted to evaluate the effectiveness of learning observation among Teacher Educators and Prospective educators (students of the teacher training courses at postgraduate level). Results of the study confirmed the hypothesis that learning through observation influence prospective teachers not only at their initial pedagogy training, but it also effects later in their careers; when they were qualified on the model of lifelong education. It was found that learning through observation held effective change on the attitudes of the prospective teachers.

Keywords: active learning education, learning through observation, advanced training of teachers, on-the-job teaching of teachers from work.

INTRODUCTION

Active learning is based on the concept of "learning through observation", which was first introduced by D. Lortie (Kuzhabekova & Zhaparova, 2016). According to Lortie, the experience gained at an early age when teaching; the teacher himself was a student and s/he observed the teacher's behavior in the class, is decisive for the subsequent formation of his ideas about teaching and learning and philosophy of learning in general. Developing this idea, S. Chong, I. Wong and K. Lang (Chong, Wang, Lang, 2010. P. 1) state: "As we can see whether specific reasons for the beliefs with which students come to pedagogical universities, influence what and how they learn." In other words, the model of the teacher's work that future teachers the body was observed in childhood and adolescence, determines in the future, their relationship to the theoretical methodological learning and influences the pedagogical approach in which they use in professional activities (Wang et al., 2010). In simple words the Lorty said that there should be a clarification of "learning through observation", which he gave in one of his first publications on this topic. Using the metaphor of "discipleship" to describe how observing methods and techniques work and influence teachers in the future on students' ideas about pre-feeding if they decided to become teachers, Lorty remarked that in this interpretation this term is in "sharp contradicting the traditional concept of discipleship as learning a profession that assumes that the student is privy to thought and the arguments of the master when he observes the work. It is obvious that in the classroom, students are not in a position to think to analyze and analyze what they see, and they do not always have a reason for this" (Mewborn & Tyminski, 2006).

It is obvious from the discussion that a teacher educator really reflect or can reflect on the methods and techniques of the teacher in the classroom, being in the position of observers (Brookfield & Preskill, 2012). While observing the impact of previous learning experience on the initial pedagogical training and pedagogical

practices (Bautista & Boone, 2015), researchers (Postareff, Lindblom-Ylänne, & Nevgi, 2007) found that some future teachers in the course of obtaining professional education critically analyze their prior learning experience. Several studies in teacher education identified the ways to "teaching through observation" (Ali, 2011), (Iqbal & Arif, 2011) and (Farah, Fauzee, & Daud, 2016). only way to gaining this productivity is through teacher training. Teacher Educators may show an ability to analysis of their own natural practices and learning experience which they gained from the core of teacher training (H. I. Khan, 2013) and (Johnson et al., 2016), because the difference between an experienced teacher and a beginner concludes (Headden, 2014) in the capacity for self-reflection and in its depth (Tesfaw & Hofman, 2014), (Brody & Hadar, 2015) and (Perkins, Aufegger, & Williamon, 2015).

Teacher Educators and Prospective teachers appreciate the constructivist approach to teaching and with a high degree of probability used the method of active learning in their future work. More experience-teachers who had more opportunities to improve their qualifications on the contrary, felt more competent and more confident that they know how to use methods of active learning. The technique particularly affects their perception and understanding.

Background of the research

This research work is unique its origin as for the first time a research was designed to observe the teacher training course. Teacher training institutes are the nurseries to develop future teachers for the Pakistani academic institutes. They are the managers who implement educational reforms in the country. To carry out this research, researchers were prompted by the conviction of the point that the concentration of existing works devoted to Learning by observation, solely on the analysis of the impact early learning experience is not warranted. We believed that the impact of 'learning by observation' should not be limited to the teaching practice only rather the learner should observe and

learn from his or her mentors. Previously researches identified that belief and practices may bring change among Prospective teachers, but this study showed that mentors guidance hold impact on the attitude development of the teacher educator. Those prospective teachers who passed the educational training session under the guidance of a specialist skillfully mentor using active learning methods. Would change this new "discipleship through observation "the teacher's opinion about the constructivist teacher is positive and they also started teaching through active learning technique.

Objectives of the Study

- 1-Assess the attitude of the prospective teachers towards active learning methods.
- 2-Evaluate role of dynamic sources as a result of learning on prospective teachers.
- 3-Review influence of pedagogical mechanisms produced learning through observation.
- 4-Identify impact of observational teaching on prospective teachers' attitude.

Research Hypothesis

Learning through observation can influence the teacher not only while studying at a university or starting work at school, but also at the later stages of his professional development.

Research Questions

- 1) To what extent previous teaching experience and the course of professional development of the participants affected their training;
- 2) To what extent students' perception of the rate and effectiveness of using active learning methods in class helped them in enhancing their capacity;
- 3) The extent to which "learning by observation" changed students' perceptions of active learning methods and influenced their willingness to apply these methods in their work
- 4) Does specific methods of active learning in classroom learning changed their attitude?

Delimitations

The study was delimited to following three restrictions due to spatial factors:

- 1-One data source that were reports collected from the educational experiences of the teacher educators in the classroom environment.
- 2-Secondly, the survey was conducted only in one group of students and covered a very small sample.
- 3-only non-mediocre changes in students' perception and attitudes were identified at the end of the course.

THEORETICAL FRAMEWORK OF THE RESEARCH

The research was based upon the principles of constructivist philosophy. Constructivism is 'an approach to learning that holds that people actively construct or make their own knowledge and that reality is determined by the experiences of the learner' (Brown, 2014). This philosophy is associated with Socrates. (Scholl, 2011) described constructivism as a "Theory of Knowledge with its roots in philosophy, psychology and sciences. In this philosophy knowledge is produced by a learner through his interaction with the environment in which s/he is learning. This research is purely associated with the Teacher Educators learning

theory through observing their mentors. Research paradigm was organized according to the principles of constructivist philosophy. Students should not present active learning methods explicitly, but these methods they constantly used during classes in the training sessions.

Research Design

Design of the research was based on mix method research where at the first stage an observation was made on the teaching techniques adopted by the teacher educators who taught the Teacher educators through active learning technique. At second stage of the study a survey was designed to assess the effects of using this technique from the teacher educators who attended these training sessions. The prospective teachers were given an opportunity to learn by observation in the classroom. They were observed through classroom assignments for reflective writing; discussion in small groups; large group discussions, Socratic dialogues; joint search for information in the Institute, group execution of small projects such as; analysis and assessment of certain political decisions; group-presentations on materials of reading assignments; practical tasks for small groups, such as developing pre-regulations on the composition of the classroom board and regulations on campus advice, etc.

At the end of the course, students took part in a survey which aimed at assessing the impact of training on the course program, which widely used active learning methods, their understanding of these methods and their willingness to use them in their own work was judged through survey form. Survey forms were delivered personally to the controlled group of learners which consisted of three basic elements that were:

First, it is based on only one study data source - student reports of their educational experiences in the classroom: this is just one perspective based on the phenomenon of observation", and it can be biased. To remove these biases, the attained data was checked by conducting a study at second point. During which would be used in some alternative way of collecting data, such as observance in the classroom or diaries of the teacher or students. Research results can be generalized and extended to a wider number of students in Pakistan. Thirdly it is important to assess changes in attitudes towards methods of active learning and their actual application of past lecturers for this session in the long run. Although the study design has several limitations, yet the results are nevertheless suitable for initial verification of research hypothesis.

Multistage sampling technique was used to identify recipients of the research. At first stage of sampling random sampling technique was used to identify the teacher educators who were teaching subjects of teaching practice and teacher training subjects. A sample of 24 teachers were selected for this purpose. At the second stage convenient sampling technique was used to identify prospective teachers. These prospective teachers were divided into two groups one group was controlled group which were trained learning through observation. A sample of 50 prospective teachers were selected to participate in the training sessions and afterwards these trainee teachers were given survey to share their observations.

REVIEW OF THE RELATED LITERATURE

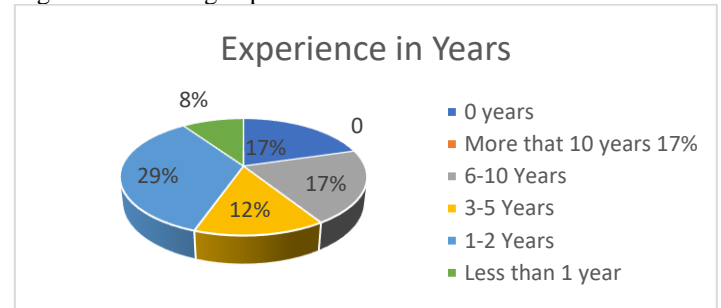
Previous Research studies identified that learning through observation seemed more effective as compared with the conventional lecturing method and rote memorization (Tharayil et al., 2018). Empirical researches done in this field recognized that active learning techniques had positive effect on the performance of teacher educators (Chi & Wylie, 2014). (Bhatti, 2010) identified that active learning and teacher training orientation towards book are the subject of extensive discussion as it puts huge impact on the present role of student from passive recipient of information to an active participant in educational scenario. (O'Kelly, 2016) and the staunch follower of Vygotsky (Karpov, 2014), (Bodrova & Leong, 2015), and (Muhayimana, 2017; Smagorinsky, 2020) believed that the benefits of active learning depends upon whether the teacher has a constructivist approach and is he confident enough in active learning methods. Although the degree of association of learning through observation in educational scenario seemed pivot yet practical application of active learning approach seemed absent in Pakistani Universities (Ullah, Richardson, & Hafeez, 2011). There are solid reasons behind this incapacity (Qureshi, Ilyas, Yasmin, & Whitty, 2012). The first and the foremost is that the teacher training programs in the country are based on conventional curriculum (Bangash, 2002). Secondly, it is teacher centered instead of learner centered (Yasmin & Sohail, 2017). Third reason behind this incapacity in Pakistan is lack of funds for the training of prospective teachers (F. Khan, Fauzee, & Daud, 2016). Due to this it seemed impossible to think a change in the present scenario (Shah et al., 2020). Underfunded educational training institutes are enabling to develop and update requirements of teacher educator's attitude towards practical classes, seminars and courses that would help them to acquire requisite skills in teaching and learning (Khalid & Anjum, 2019). This hampers them in developing innovative knowledge acquisition and use of computer (Uzair-ul-HASSAN, Hussain, Parveen, & DE SOUZA, 2015). Professional development of teacher needs to be supported at federal and provincial level so that the teacher training might be improved at scientific and modern ways (A. A. Malik, 2015). Teacher training institutes should adopt systematic approach to train teacher educators and pay attention to teaching the use of innovative methods (Schleicher, 2012). This lack of specialized innovative teacher training produces gap in the skill acquisition of the trainee teachers (Cheng, Cheng, & Tang, 2010). When these teachers join service, they take time to get adjusted in this profession. Though refresher courses and in-service trainings are arranged but these teachers do not find opportunity to apply these methods as there is a big gap ensued between theory and application (Dooly & Sadler, 2013). Situation gets exasperated when they find large classes, inflexible curriculum, centralized classrooms, as well as all the pressure of accountability and bureaucratic red tape and shortage of teachers, excessive load of teaching and teaching variety of subject. Majority of the researches done in this field identifies that pedagogical creativity and motivation decrease in these teachers. They are enabling to develop course content and activities to make their teaching

interesting and innovative (Tondeur, Van Braak, Ertmer, & Ottenbreit-Leftwich, 2017).

It may be concluded in the light of literature review that there are external as well as internal factors which cause hindrance in the use of active learning in the classroom. Teacher educator himself/herself seemed reluctant to use innovative teaching techniques in Pakistan (S. K. Malik & Urooj, 2012). The cause behind this attitude is our sociocultural influence. Our teacher is an authoritarian and wished to be the central figure in the class (Mujahida, 2016). Social norms in Pakistani culture predominantly occupies his or her mental aptitude to act as an authoritarian (Amin, Tatlah, & Islam, 2018). The result of this abnormality had been rightly indicated by Mkulu, comes in the form of discontinuation of innovative ways of teaching. The teacher educators could not form their attitude as critical thinkers, they affect their abilities to apply active learning methods in their classes (Mkulu, 2019).

Data Analysis and Interpretation of the Results

Figure 1: Teaching experience in Years of Teacher Educators



Interpretation of the Data

The survey involved 24 Participants and majority of them were training specialists. (17%) of them did not have teaching experience, (8%) of the partakers taught less than a year. (29%) had an experience of delivering training from one to two years. Three among the faculty members (12%) were teaching for three to five years, and eight students (34%) had more than six years. Most of the contributors 17 T. Es. (85%) - taught Teaching of English as a Foreign Language in teacher training department. 75% of survey participants completed specialized pedagogical training at National Academy of Higher Education (NAHE) during service tenure in the universities.

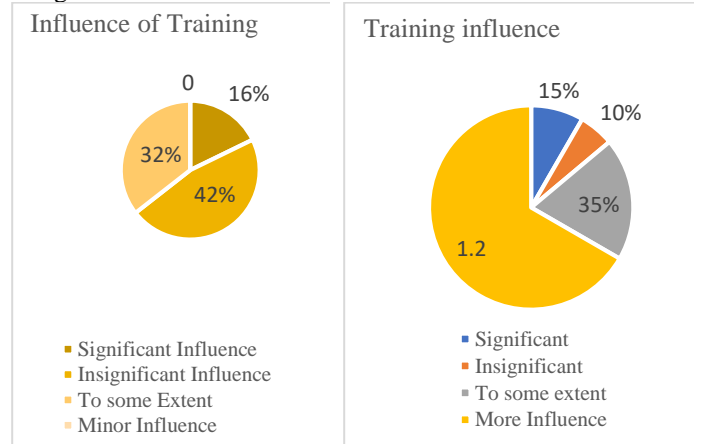


Figure 2: Influence of Trainees on P.Ts.

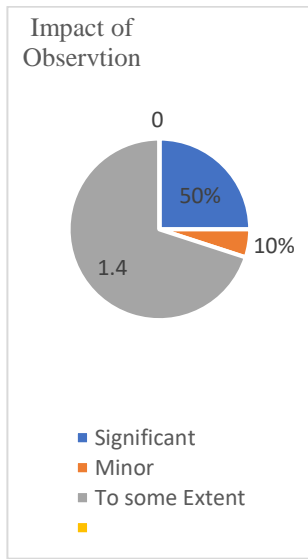


Figure 3: The influence of the trained teacher

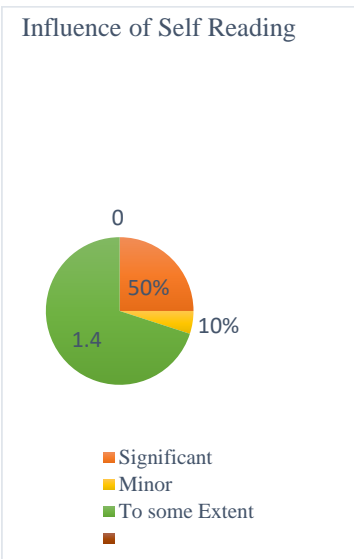


Figure 3: Impact of observation at work of fellow teachers

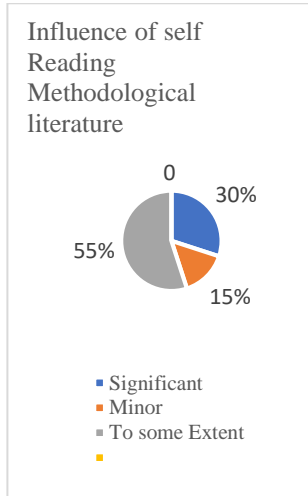


Figure 4: Influence of self reading methodological literature

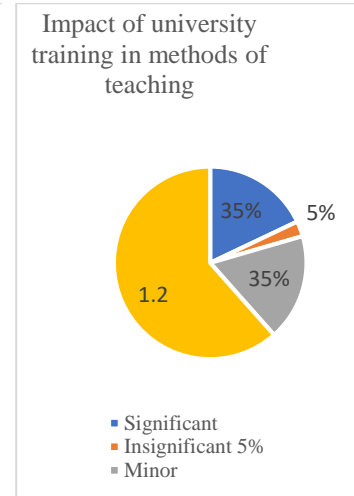


Figure 5: Influence of selfreading methodological literature

Figure 6: Impact of university training in methods of teaching

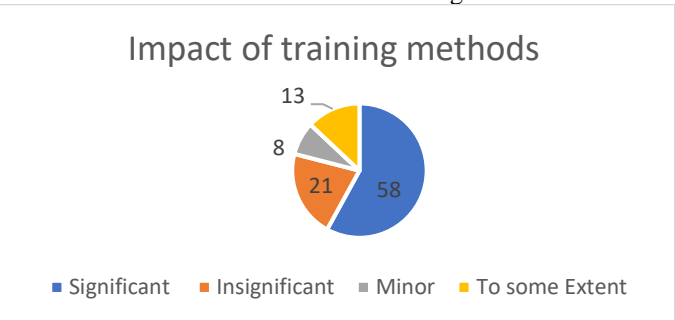


Figure 7: Impact of training methods of teaching for advanced courses/qualifications

Interpretation

The Data retrieved from the respondents identified that 54% of the respondents had limited approach for their professional development to the resources and they had accessed two or even less than two courses. 8% of the respondents did not have a chance to access any of the course during their professional development. 21% of the respondents studied three to five additional courses after the initial pedagogical training. 8% of the respondents passed six or more retraining courses.

It was found that Prospective teachers were influenced by the training which was given to teacher educators and they got plenty of training from previous observations which was delivered by T.Es. It may be concluded that the impact of T.Es observation had significant effect on the professional training of the P.Ts.

The 50% of the P.Ts respondent that T.Es did not provide any or had little influence on them as teachers. Observation at the work of fellow teachers, apparently, the most effective but 90% of the study participants reported that they had some or significant effect on the current style of their pre-serving, with 48% believed that the teacher educators influenced to some extent or significantly.

Direct learning or self-education, respondents consider more important than the example of their teachers. 85% of students noted that independent reading of special literature had some or significant impact on the current practice of their teaching giving. 60% of teachers also rated the role of teaching methods teaching at the university. Finally, 71% of participants in the study believed that continuing education courses have influenced to them as educators to some extent or substantially. The basic level of training of research participants in general.

There has been a special focus on active learning methods. With its help, it was found that 8% of them never attended refresher courses or workshops on active learning methodology, 37% have completed one or two of these courses. 35% of the respondents were engaged in methods of active learning in three to five courses, 17% in six to ten courses, and 13% in more than by ten. The survey identified that the trainees who experienced advanced training courses of active learning they seemed to do well. It was identified that 04% among them never passed such courses, 42% have been trained 1-2 times. 37% of respondents participated in the work of such courses 3-5 times, and 13% of participants in the study more than 10 times practiced in the application of methods of active training.

It was found that the P.Ts were taught courses through using active learning techniques and they applied them in practice.

The response to the question (how much they use in their work active learning techniques as compared to other approaches) recognized that most students (65%) answered that innovative methods are used on an equal basis with others. Only 20% of the respondents considered active learning to be their main method, while 15% replied that they use innovative approaches less often than traditional teaching methods

Students were also asked to rate how effective active learning technique was applicable as compared to other techniques, in their own opinion. They were of the view that they used active learning methods in their work. Most of the respondents (73%) believe that they have used active learning methods are quite productive. 18%

of the participation researchers believed that active learning is less successful than other techniques, and only 9% concluded that they are actively studying with full recoil. There was not a single respondent who considered the use of these methods in their work is ineffective.

Before evaluating how has changed as a result of training on the course "Educational context and reforms in Pakistan the attitude of students to constructivist approaches in teaching studies, their understanding of the essence of active teaching methods and the degree of readiness to use them in future work. It was analyzed that their perception of the methods was positive, and they used it at large.

The Question was asked, "To what extent are active learning methods were used in the current course?" 67% of the respondents answered that these methods formed the basis of the course, 25% them were applied along with other pedagogical techniques, 8% were of the view that they used less than other teaching aids. Study participants were also asked to rate the effectiveness of the work of the teachers who taught them during this course, the effectiveness of his application of methods of active education teachings and his skills in using these methods. (58%) believed that the teacher led an active training and it was effective; 38% answered "quite effective", 4% replied it as "ineffective". 67% of students felt that the teacher's active learning skills are well developed, even the respondents rated the teacher's skills as excellent, 8% opined it- as "basic".

The research participants reported that during their course schemes for training they understood the essence of active learning. The majority of the students (63%) said they had improved sufficient knowledge of active learning methods. 12% of the respondents considered their progress in this respect. 95% of the students have mastered three or more active learning methods during the course.

Each study participant also rated how much after completing the course, the attitude towards active learning changed as a trainee and as a teacher. (29%) of the respondents came up with the conclusion that due to the course inclusion they were able to bring changes in them.

Cross-tabulation of the survey results showed that "learning through observation" to a greater extent influenced less experienced teachers, for whom the term of teachers practice, and opportunities for professional development were less. Before participating in the project, these teachers considered themselves insufficiently effective and competent to use methods of active learning, and after completing the course their assessment of their own effectiveness in applying these methods decreased more significantly than the rest of the less experienced teachers have advanced more than others in understanding the essence of the methods of active learning, they are more positive.

Findings

In the light of research analysis following findings were educed from the study:

It was found that learning through observation sets a metacognition mechanism for the Prospective teachers. Researchers observed that the T.Es observing this method for the trainees develop P. Ts professionally and P. Ts can identify the

patterns of the flow thinking process in socially observance of the learning environment development. Teacher Training methods and approaches used in Pakistani Education scenario were found to be conservative. They are based upon old techniques and majority of the institutes and universities practically do not seem to encounter active learning methods. This largely descriptive research study confirmed the hypothesis that "learning through Observation "affects not only university students and young teachers undergoing initial training in work, but also for teachers who already have experience in teaching activities. Obviously, the new experience is learning through active learning scheme. Research showed a path to the T.Es to believe in observation of the work of colleagues is a factor that has the most a strong influence on their teaching style. It is he who follows and pay special attention in the process of professional development.

CONCLUSION

In conclusion of the survey of participants it may be inferred that the prospective teachers showed a desire to continue participating in the study research: we intend to continue research to establish the extent to which participants will truly increase their changing active learning methods when they teach. Research indicated that active learning had strong the impact on trainee teachers and it helped them in their learning process. This makes them more self-sufficient and helped them in developing metacognition. The controlled group was able to identify their own methods of teaching and observed how plausible these methods were for the practical application. They were tested to the perfection. In short, on job training of the teachers is necessary and they should be given opportunity to take active learning methods incorporated in it. This method should be incorporated not only in theory, but it should be used in practice to model situations. It is obvious from the study that application of active learning on prospective teacher or future practitioners may bring change in their attitudes towards profession. The observance of the work of an experienced teacher mentored them they were influenced greatly to an extent that they were ready to apply active teaching methods in the classrooms in future.

Results of the survey concluded that the observation of the P.Ts at university influenced the teaching style only in half of the cases. This conclusion consistent with the views expressed by critics of the concept observation Learning by D. Lorte. The statement that teachers in their professional activities follow the principles the measure of their own teachers, is true for different teachers in different degree.

Recommendations

- 1-"Hypercorrection" and "demonstration are recommended to be incorporated in the use of innovative practices.
- 2-In the teacher training institutes "Educational context and reforms in Pakistan" should indicate the use of active learning methods as main teaching strategy.

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