

EFFECTIVE TEACHING PRACTICES AT HIGHER EDUCATION: AN STUDY

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ABSTRACT:

Much of what is commonly claimed as 'effective teaching practice' and implemented during the early and middle years of schooling in Australian schools, for either mainstream students or for those experiencing learning difficulties, is not grounded in findings from evidence-based research. Of particular concern is that despite a lack of supporting evidence for its utility, the prevailing educational philosophy of constructivism, a theory of self-directed learning rather than a theory of teaching continues to have marked influences on shaping teachers' interpretations of how they should teach – aided and abetted by the content emphasis given during pre-service teacher education, as well as in-service teacher professional development programs. Following a brief outline of controversies surrounding 'effective teaching practice', this paper focuses on teaching strategies that are demonstrably effective in maximising the achievement progress of students during the early and middle years of schooling. These findings indicate that since teachers are the most valuable resource available to schools, an investment in teacher professionalism is vital by ensuring that they are equipped with an evidence-based repertoire of pedagogical skills that **are** effective in meeting the developmental and learning needs of ALL students.

KeyWords: Diversified Organizations, Mechanisms, Contemporary understandings, constructivist approaches, Administrative Structures, Diagnostic skills.

INTRODUCTION:

Now it is a situation that how does an organization identify/fetch people for such crucial role. Selection of a leader who, overcome the contingent and better handle the task would be done if personality posses these qualities, the person should be Enthusiastic to learn new things, more time and cost efficient were he can trigger and influence the same in the group that more keen interest would initiate to think in new dimension. Integrity refers to both personal wholeness and sticking to values, primarily goodness and truth. This quality makes a person to trust him. Fairness the person should be impartial, rewarding/penalized performance without any favoritism or bias, treating individuals differently but equally. Humility being a listener and without an overwhelming ego and empathetic to the group members. This is particularly the case for children from non-English speaking backgrounds including Indigenous children, where English may be their second or third language. Indeed, many cases of learning difficulty and related under-achievement can be attributed to inappropriate or insufficient teaching, rather than to deficiencies intrinsic to students such as cognitive, affective and behavioural difficulties, as well as their socio-cultural backgrounds and contexts, with constructivist approaches being major protagonists.

A brief explication of constructivist approaches to teaching is warranted here. Students should be intrinsically motivated and actively involved in the learning process; and Subject matter studied should, as far as possible, be 'authentic', 'interesting' and 'relevant'.

The implicit assumptions underlying such rationale are that 'intrinsically motivated' learners, independent of explicit instruction provision, have acquired sufficient prior knowledge and skills (particularly basic literacy, numeracy and study skills) to engage effectively and productively for generating new learning in a given subject matter domain. The compelling evidence that this is not the case for medical students in the acquisition of differential diagnostic skills, for example, applies equally for children learning to read, write, spell and undertake mathematical computation. In the case of medical students, the necessity of explicit instruction by subject matter experts for efficient knowledge acquisition in the basic sciences of anatomy, physiology, biochemistry and pathology is foundational. Similarly, for children learning to read, write, spell and compute, explicit instruction in the alphabetic principle of letter-sound relationships

Literature review:

The key element in constructivism is that the learner is an active contributor to the learning process, and that teaching methods should focus on what the student can bring to the learning situation as much as on what is received from the environment. Based on both the theory and evidence that learning can be greatly accelerated if instructional presentations are clear, minimise misinterpretations, and facilitate generalization, all children can learn, regardless of their intrinsic and context characteristics; the teaching of basic skills and their application in higher-order skills is essential to intelligent behaviour and should be the main focus of any instructional program, and certainly prior to student-directed learning activities; and instruction with students experiencing learning difficulties must be highly structured and permit large amounts of practice. Evidence for the utility of the acceleration of student learning has been well demonstrated in findings from Project Follow Through, the largest and most costly research study in the history of education, in which both constructivist 'student-centred' (or 'student-directed') models of teaching and 'teacher-directed' models were evaluated in terms of student learning gains. The project's objective was to identify teaching methods that are demonstrably effective in improving the academic performance of students in America's underprivileged schools. The scientific study of leadership began at the turn of the 20th century with great man or trait based perspective, which saw the shaping of the history through the lens of exceptional individuals (i.e., stable personality attributes or traits) differentiate leaders from the rest. Given the earlier pessimistic reviews of the trait literature, leadership researchers began, in the 1950's, focusing on the behavioral styles of leaders. Nevertheless, it is important to note that the relative utility of direct instruction and *constructivist* approaches to teaching and learning are neither mutually exclusive nor independent. Both approaches have merit in their own right, provided that students have the basic knowledge and skills (best provided initially by direct instruction) before engagement in 'rich' constructivist learning activities.

Methodology:

This paper used a literature review and exploratory case analysis research method from different corporate organizations that are proactive and self implement their own mechanisms for selecting the succession employee to fill the vacant position (role of a leader) and create new roles are prepared and ready to face the contingent market. A literature review includes the current knowledge including substantive findings as well as theoretical contributions to a particular research.

Exploratory method is to understand more thoroughly and to quantify mass responses into statistically inferable data. In this aspect most of the organizations like IIMs, IITs, Corporate Organisations and international Organisations have focused on crisis management policy and make continuous learning organization were a normal employee transform to leader through this mechanism when he exhibit such a traits. We have concentrated on some of those aspects that how an organization make leaders from available employee resources.

Effective Organizations

Creating learning organization: that facilitates the learning of its members and continuously transforms itself and enables them to remain competitive in the business environment. Forming New Organization structures and making them work in most contemporary organizations in pursuit of innovation. Convening and working with powerful teams, the day-to-day recognition that effective performance is beyond the scope of the individual and needs people working together. Crafting cultures of innovation, recognizing that systems and procedures are not enough, the so called soft processes of culture are needed to, and recognizing that culture can at best be shaped and crafted, rather than designed and managed. Fostering diversity and inclusion: addressing these topical themes and finding ways of achieving both the moral, social and political purposes associated with this, and relating these to organizational performance benefits. Streamlining: finding ways to identify and conserve the best of the old and letting go the rest as efficiently, ethically and humanely as possible to make space for the new. Mobilizing knowledge: facing the new challenges of knowledge management, taking advantage of the outcomes of organizational learning, addressing the growing challenges of knowledge based value. Developing direction and strategy: yet another preoccupation in contemporary organizational life contains real challenges of enactment as well as articulation, and commitment as well as willingness to change.

These are some of the aspects where, an employee could face and he/her actions would be examined to select for leadership role. Crisis situation brings out the unique qualities within the employee and a chance to prove self and his/her result oriented actions make a worthy candidate to take over the role and there should be no scope for individual subjectivity and were, constructive criticism is encouraged.

Role Of Higher Education Practices

Attempting to find short-term fixes that address the symptoms of the crisis only ensures the organization will wind up back in the same predicament. No matter how bad things are, they will get worse, faced with bad news, many employees cannot believe that things could really be so grim. Consequently, they try to convince the bearers of bad news that things aren't so bad, and swift action can make problems go away. This causes employees to undershoot the mark in terms of corrective actions. As a consequence, they wind up taking a series steps, none of which is powerful enough to correct the downward spiral. It is far better for employees to anticipate the worst and get out in front of it. If they restructure their cost base for the worst case, they can get their organization healthy for the turnaround when it comes and take advantage of opportunities that present themselves. Get the world off shoulders in a crisis, many employees act like atlas, carrying the weight of the world on their shoulders. They go into isolation, and think they can solve the problem themselves. In reality, employees must have the help of all their people to devise solutions and to implement them. This means bringing people into their confidence, asking them for help and ideas, and gaining their commitment to painful corrective actions.

Before asking others to sacrifice, the individual has to volunteer first: if there are sacrifices to be made – and there will be – then the employee should step up and make greatest sacrifices themselves. Never waste a good crisis, when things are going well, people resist major changes or try to get by with minor adaptations. A crisis provides the employee with the platform to get things done that were required anyway and offers the sense of urgency to accelerate their implementation. Crisis management of late has become an important component of managing the business. In the current day situation no business is immune to crisis. Crisis may hit an organization in the shape of terrorist attack, industrial accidents, product recall or natural calamity. Crisis management is closely linked to public relations where company's image and pride are at stake. . The outcomes of such a mechanism are increase in organization competence, proactive crisis management, build a learning organization and finally to make future leaders were, ultimate individual, team and organization goals are assembled. No matter how things are, getting worse, facing by bad news, many employees cannot believe that things could really be so grim. Consequently, they try to convince the bearers of bad news that things aren't so bad, and swift action can make problems leave. This causes employees to undershoot the mark in terms of corrective plans. As a consequence, they wind up taking a series steps, none of which is powerful enough to correct the downward Concepts of Change.

Crisis Management:

Crisis management is the process by which an organization deals with a major event that threatens to harm the organization, its stakeholders, or the general public. Crisis leadership is a situation in which a normal employee would raise to level of leader and plays a crucial role in dealing with the crisis situation. Different types of crisis including natural disaster, technological crisis, organizational misdeeds, workplace violence, terrorist attacks/ man-made disasters etc. These are some of the aspects where, an employee could face and he/her actions would be examined to select for leadership role. Crisis situation brings out the unique qualities within the employee and a chance to prove self and his/her result oriented actions make a worthy candidate to take over the role and there should be no scope for individual subjectivity and were, constructive criticism is encouraged.

Conclusion

The problem arises when constructivist learning activities precede explicit teaching, or replace it, with the assumption that students have adequate knowledge and skills to efficiently and effectively engage with *constructivist* learning activities designed to generate new learning. In many instances, this assumption is not tenable, particularly for those students experiencing learning difficulties, resulting in disengagement, low self-esteem, dysfunctional attitudes, and externalizing behaviour problems at school and at home. The realization must be that since teachers are the most valuable resource available to schools, an investment in teacher professionalism is vital by ensuring that they are equipped with an evidence- based repertoire of pedagogical skills that are effective in meeting the developmental and learning needs of ALL students.

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