Traditional Vs. Modern Teaching Methodology

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Abstract

The main objective of this article is to focus on the analysis of teaching techniques, ranging from the use of the blackboard and chalk in old traditional classes, using slides and overhead projectors in the eighties and use of presentation software on the nineties, to the video, electronic board and network resources nowadays. As an Educational Innovation Group, another key question also arises. What will be the learning techniques in the future? How these evolving matters will affect both positively and negatively on the mentality, attitude, behavior, and learning, achievement of goals and satisfaction levels of all elements involved in universities education?

Clearly, this evolution from chalk to the electronic board, the three-dimensional view of our works and their sequence, greatly facilitates the understanding and adaption later on to the business world, but does not answer to the unknowns regarding the knowledge and the full development of achievement's indicators in basic skills of a degree. This is the underlying question which steers the roots of the presented research.

Introduction: I decided to write a thesis on Traditional and Modern Teaching methodologies because I am a new teacher, and would like to draw the line of difference between the two. I have come to the point where I have to choose to follow either the example of the teachers who I observed at school or the model presented to me at my college days during my studies. This makes an enormous difference in the approach to the teaching itself and to the students. Therefore I decided to do my research and an experiment, which I will describe in my thesis. These days, especially at private schools and language schools, we have great possibilities in what a teacher can do with his or her students, in terms of teaching methods, seating arrangement, visual aids, etc. With this freedom in teaching, we have as well an enormous number of ideas to use in our classrooms. A young teacher like me is discovering a great number of new ideas and activities all the time. However, since the time of our students is precious, one of the teacher's crucial tasks is to compare, analyze and evaluate the methods they use in order to motivate the students and to make the learning as effective as possible.

What Is Traditional Education?

Traditional education or back-to-basics refers to long-established customs found in schools that society has traditionally deemed appropriate. In a traditional classroom environment, there are usually anywhere from twenty to thirty children and one teacher. It is simply impossible for one person to give each student the one-on-one attention or instruction that may be required. In a classroom of twenty to thirty children, there are going to be several children with differing

learning styles and academic strengths and weaknesses. A teacher is woefully unequipped to handle all learning styles or weaknesses. In a traditional classroom environment, children become bored or frustrated. Some children learn better by visual means, others will learn better with auditory means, and still others are going to learn better with a hands-on approach. There are many others who have difficulty learning in this environment, interacting with peers that are strictly in their age range, or who require more one-on-one attention and time to grasp certain concepts. The disadvantages of a traditional classroom are many. When it comes to children and education, there is no "one size fits all" answer, and attempting to force children to learn in the same way is counter-productive to producing healthy, well-educated and well-rounded adults.

Advantages: The traditional classroom environment supports efficient learning. Traditional classrooms have been competing with the increasingly popular virtual classrooms ever since information technology started to develop. Online courses are an alternative to regular classrooms for students who want to obtain a degree cheaper and faster. In a year or two, students can earn a diploma without even knowing their teachers or colleagues. Still, many students consider traditional classrooms a more efficient way of learning and improving social skills.

Interactive: Most students consider the traditional classroom environment beneficial for learning because they can interact with the teacher and their classmates. Especially for people who learn better through cooperative activities and group work, the possibility of asking questions and receiving immediate answers is important. Many students prefer face-to-face interactions to technology-mediated conversations. Some students need constant reassurance that what they do is correct and that they are going in the right direction, so they need feedback to keep them moving.

Motivating: Before college and university classes, students are used to going to school and learning in a classroom surrounded by classmates. Even if they don't need to do that anymore after high school, to combine a place traditionally meant for acquiring knowledge with the environment of their homes is confusing for them. The learning atmosphere of the traditional classroom helps them to stay focused and keeps them motivated; unlike virtual classrooms, where procrastination can become a common attitude, traditional classrooms preserve a feeling of "now and here" all along the learning process.

Accessible: Some students don't have access to technological devices, so online classes are out of the question. Some don't know how to use them, and some don't care about them. In a traditional classroom environment, learning begins with the teacher sharing his knowledge with students, proceeds with discussions between the teacher and the students and ends with the new information written in notebooks. For students of specializations that have nothing to do with technology, printed courses and books from the library are, in most cases, enough.

Organized: Another advantage of traditional classroom learning is that it provides students with a fixed schedule and specific periods dedicated exclusively to learning. Most adults lead a busy life these days, whether they have a demanding job or children in school. It's difficult to find time for personal study between working hours and PTA meetings, and there is always something more important to do. Students in this situation prefer to be "forced" to schedule classes first and then plan other activities around them.

What is Modern Education?

Today globalization, accelerating technological change, massive demographic shifts or whatever heavy words you choose to describe the present situation, demands a change in education systems to more of modern education format. Let's try to figure out what it is going to be like. Since new technologies are appearing at such a fast pace. Formal education in the first 20 years of life or the primary education as it is called will only form a foundation for future learning. Unlike our parents once passed out of college we cannot stop and say "that would be all". Lifelong learning will become a necessity even though it's not a nice-to-have. It is no longer good enough to be second best: everyone needs 21st century skills – not just better skills, but different skills.

To respond to this socio-economic shift, our education systems need to change more of modern education format. Curricula must focus on building skills for life and instilling a love for learning. We need to think about new ways of organizing learning so that those who are currently excluded by geography, poverty or learning style have a real chance. Schools, colleges and universities need to open their doors, and become accessible centers of learning throughout life. And new partners, from the private sector to non-profits, to foundations need to become part of a wider coalition to deliver learning and drive continuous innovation and improvement.

Advantage: Modern day education is aided with a variety of technology, computers, projectors, internet, and many more. Diverse knowledge is being spread among the people. Everything that can be simplified has been made simpler. Science has explored every aspect of life. There is much to learn and more to assimilate. Internet provides abysmal knowledge. There is no end to it. One can learn everything he wishes to. Every topic has developed into a subject. Skill-development and vocational education has added a new feather to the modern system of education. There is something to learn for everyone. Even an infant these days goes to a kindergarten. And a little grown, mentally and physically is promoted to a Montessori. Everything is being categorized, be it a primary, middle, a higher secondary or graduate school. Whatsoever we are getting educated day by day and what's good about is that it's a never-ending process. Rightly said by **Aristotle**, "Education is an ornament in prosperity and a refugee in adversity." is what everybody feels now.

Disadvantage: Well, that was the positive side, but every story has two telling. Of all the virtue, our education system has developed into mere schooling now. New trends are being developed which are far more a baloney that boon.
Firstly our education is confined to schools and colleges. It has become a process of spoon feeding. "Spoon feeding in the long run teaches us nothing but the shape of the spoon" were the words of **E.M.Forster**. We are being fed with facts and knowledge. Not art, not books, but life itself is the true basis of teaching and learning. Cramming of facts and dates, hi-fi mathematical formulas, theories and doctrines should be at college levels when one has chosen his area of interest. What will the history pay a doctor or a mathematician, or medical terms to a historian?
Secondly, an art can only be learned from a workshop of those who are earning their bread from it. Modern education has spread more ignorance than knowledge. Most of the women even don't know, where, the fabric they are wearing, came from. The word "How" is missing in our world which causes ignorance.

Thirdly all education is bad which not self-education is. Presently, children after school are sent to tuitions. This is a clear question mark on the ability of school teacher. Homework tutorials are mushrooming up in our society. Students are thought of like they can't do anything on their own and so are sent even to do the homework. Our schoolings got a lot of loop-holes. They guide us through a well catered pathway which finally leads to professionalism. Homework is a waste of time, if it is to repeat class work done today or to be repeated as class work to be done tomorrow. **Finally** our education is producing machines out of pupil. They read books, they speak books and they do books. Discussing in class lead to complications, which remains as confusions for a life time if left untreated. **Vladimir Nabokov,** a U.S critic, poet and novelist says "Discussion in class, which means letting twenty young blockheads and two cocky neurotics discuss something that neither their teacher nor they know."

Literature Review: Interview data from marks, Schrader, and Levine (1999) revealed that paraedsucators perceived that their job responsibilities included:
1) Keeping students with disabilities from "bothering" general education classroom teachers.
2) Creating all modifications and adaptations for the child, and
3) Maintaining responsibility for all aspects of the child's education.
These findings indicate that paraeducators perceived their duties to be actions that are not considered ethical (Heller, 1997): National joint committee on Learning Disabilities (NJCLD), 1999). Marks et al, reported corroboration of these perceived job duties by another group of paraeducators, but no observation were conducted and no comparison made to job description. French and Chopra (1999) conducted interviews with parents who reported that they believe inclusion without paraeducators is impossible. The parents cited reasons of health and safety, social and academic engagement in support of their assertion. Actually, these parents believe that paraeducators are more important than teachers to their child's inclusion. But parents also emphasized that paraeducators should "stand back a little, too" and to "become invisible in a very calculated way" (French and Chopra, 1999 p. 264). In Scotland, more than 4,400 classrooms were appointed between 2000 and 2001 in an effort to improve adult-to-student ratios. The program was federally funded and evaluated in three phases. All data sources verified that the amount of time students were engaged in active versus passive tasks increased as a result of the presence of the assistants, and that the presence of the assistants permitted teachers to improve the quality of their teaching time and to engage in more small group and individual work with students. Scottish teachers also reported that their expectation of students has increased because of the added support available to them. Students liked working with classroom assistants and appreciated the extra support. Student clearly distinguished between classroom assistants, whom they saw as "helpers" and teachers. This evaluation study did not disaggregate findings for special education students (Wilson et al 2002).
Teachers initiated contact with the target students occurred most often when the paraeducators was more than 2 feet away from students or when out of the room, but the teacher initiated contact with student less than 1% of the time when the paraeducators was closer than 2 feet away.
This finding suggests that paraeducators proximity effectively reduced student opportunities to engage with the classroom teacher and could be used to support the argument that the presence of a paraeducators allows the argument that the presence of a paraeducators allows the classroom teacher to be relieved of responsibility for the child.

At the same time, observations showed that the issue of gestures or cueing occurred less than 1% of the time a problem because all students had difficulty with verbal direction and needed cues and prompts. Nevertheless, students were on task, appropriate amount of time most often when working with a peer. Similar to the earlier conclusions of Storey, Smith and Strain (1993) regarding preschoolers, those authors concluded that the most appropriate role of the paraeducators working with elementary-aged children with autism is to facilitate peer interaction, and they did not recommend discontinuing the sue of paraeducators.

Giangreco (1997) observed classrooms where students with significant needs were included and reported that dedicated paraeducators serving children one-to-one "hovered" over their charges, which limited opportunities for the students to benefit from the teacher's instruction and interfered with social interactions among students. These findings were published in a widely read article that served as the wake-up-call for those who had rushed to provide every child with an individual dedicated paraeducators.

At variance with these findings, Hill (2003) observed paraeducators working in classrooms where students with disabilities were included. Their observations focused on:

1) The activities in which the instructional assistant was involved;
2) Participants in the interactions; and
3) Whether the interaction occurred in or out of the classroom.

Hill concluded that assistants facilitated inclusive practices by interacting more frequently with both exceptional and typical students together, rather than with the exceptional student alone, and that they spent significant time assisting in activities that did not include exceptional students. Hill also concluded that paraeducators promoted independence by limiting the amount of direct instruction they provided to exceptional students, so that students would attend to the classroom teacher for their instruction.

Other reported benefits of employing paraeducators included improved student behaviour (Kotkin, 1998). In a series of well designed, quasi-experimental studies, Kotkin reported consistent improvements in the behaviour of boys with attention deficit hyperactivity disorder (1998). In one study, Kotkin (1998) tested the effects of social skills training versus the effects of combined social skills training and continued support a trained classroom aide. This study showed that the majority of students receiving the combined set of practices (Social skills training plus classroom aide) improved over the course of the year, whereas less than half of the students in the control group or the social-skills-only group improved (in terms of disruptive behaviour in class).

Kotkin also examined the effects of social skills training and school-based token reinforcement components on response to provocation and frustration in aggressive boys. Repeated measures included direct observation of the boys' participants' role-plays of target skills, and teacher ratings. The data showed that boys receiving social skills training alone were able to perform in role-play but showed little improvement in natural settings. Token reinforcement improved the behaviour in boys prior to social skills training, but adding a trained classroom aide resulted in greater improvement. Moreover, the improved behaviour was maintained at follow-up (Kotkin, 1998).

Traditional Teaching Methods: In most parts of our country traditional teaching methods are used in the educational institutions. In the traditional teaching method, teachers illustrate the concept to the students with the help of chalks and blackboard. Every important thing regarding the topic is written on the blackboard and students make important notes from the blackboard.

After the lecture is over students revise their notes and try to memorize the notes. The main objective of traditional teaching is to pass the examination. Traditional teaching system has its own merits and demerits.

Merits of Traditional Teaching Methods: Traditional teaching methods used in the educational institutions have many advantages. These advantages can also be seen as disadvantages of modern teaching methods-

- Traditional teaching method is cheaper than the modern teaching methods which make it more suitable in the schools of rural areas.
- Some subjects like mathematics or chemistry are best taught on a blackboard as there is a need of explaining the concept at each every step.
- There is more interaction between the teacher and student in traditional teaching methods as compared to the modern teaching methods. We can also say that in traditional teaching there is more discipline in the class.
- In traditional teaching methods teacher does not require any special technical knowledge and can focus more on his subject for imparting the best knowledge to the students.
- Traditional teaching methods don't put any strain on the eyes of students whereas modern teaching methods can adversely affect the eyes of the students.

Modern Teaching Methods: From the last decade the use of high tech equipment in the educational institutions is increased with a rapid rate. Now there are lots of modern gadgets which can be used for improving the teaching in the classroom. Here is the list of most popular equipment which can be used in modern teaching-
Use of computers or laptops with Wi-Fi connection in the classroom- This is the most important tool of modern teaching methods. Teacher demonstrates the subject on his laptop/computer which is connected to the laptops/computers of the students through Wi-Fi connection. This type of teaching is seen mostly in the higher education institutions which have good infrastructure.

Use of LCD projector in the classroom- Use of LCD screens in the educational institutions is becoming very common nowadays. Teacher prepares the power point slides and which are displayed on the LCD screen with the help of a projector. The projector can also be connected to a laptop/computer for displaying the relevant videos of the subject on the projector.

Use of interactive whiteboards in the classroom- Whiteboards are very interactive and provides the touch control of the computer applications. On whiteboard a teacher or student can draw, write or manipulate images so providing a very interactive and interesting platform. The main advantage of whiteboards is that it can show anything on it which can be seen on the computer.

Merits of Modern Teaching Methods: Modern teaching methods have various advantages over traditional teaching methods. These merits can also be viewed as disadvantages of traditional teaching methods-

- Modern teaching methods create more interest among the students with the help of interesting animations and videos.

- Research has shown that use of visual media for teaching helps the students to understand the subject better and also helps students to memorize the concept for longer time.
- With the help of modern teaching methods teacher can cover more syllabus in lesser time as they don't have to waste their time in writing on the blackboard.
- Videos and animations used in the modern teaching methods are more explanatory than the traditional blackboard methods.

Till now we have studied that both modern and traditional teaching methods have their own pros and cons. So it will be beneficial for our education system to combine the advantages of traditional and modern teaching methods for effective teaching. Here main question arises that how we can combine both traditional and modern teaching methods for effective teaching? Let me explain this with following points-

- Blackboard and LCD projectors can be used simultaneously in a classroom; for teaching complex mathematical equations teacher can use blackboard while theoretical subjects can be taught on a LCD projector with the help of slides.
- Practical subjects of basic sciences and engineering can also be taught best with the help of combination of both traditional and modern teaching methods. Teacher can explain the theory on a blackboard and for better understanding of the procedure of the experiment videos or animations can be used.

- There is also another aspect through which we can combine both traditional and modern teaching methods for better teaching. Teachers can teach the subject first through traditional methods and then can take the help of modern teaching methods for revising the subject.

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