

HIGH IMPACT VENTURES ON TEACHING AND LEARNING PRACTICES IN GLOBAL PERSPECTIVE TO MEET EMPLOYER'S EXPECTATION

Gopalakrishnan Soundararajan

Faculty, Department of Business and Accounting, Muscat College, Sultanate of Oman.

Email: soundararajan@muscatcollege.edu.om

Article History: Received on 16th January 2020, Revised on 25th March 2020, Published on 16th March 2020

Abstract

Purpose of the study: The study aims to focus on all students to engage in progressive ways to attain global competition, to facilitate teachers to concentrate different cohort of students in term of ethnicity, disability, age, socio-economic status, prior educational experience, migrant and nationality, and to support teachers to identify proper academic support system, learning and teaching strategies, assessment, teaching pedagogies, tools, and techniques.

Methodology: This study provides various reviews of literature from the various perspective of teaching approach, learning activities, modern supportive learning system, assessment, feedback system and professional development in a specialized discipline.

Main Findings: This paper finds how teachers to develop their teaching pedagogy and learning environment to facilitate student's freedom to think and imagine their way in which will help students to fit themselves in the societal requirements and make students be a more responsible, accountable and confident person and citizens for the country. Teachers can apply a different range of approaches such as mentoring individuals and groups, supervising, coordinating, leadership roles, etc.

Applications of this study: This research is significant to resolve the issues faced by teachers in the global teaching and learning environment. It will support teachers to experience a more effective learning environment among different cohorts of the student to meet the required skill sets in a global context. The study can be applying in core areas like designing or planning programs, teaching and learning support systems, assessment, module feedback, learning environment and continuous professional development to teachers. This study will influence and improve students learning from the perspective of teachers, learners, government, industry and professional staff.

Novelty/Originality of this study: This research used different approaches suitable to the global teaching context and diverse learning community in the higher education system. According to the emerging changes and high demand skills in the various industrial sector, the appropriate level of the subject area needs to inculcate in the academic program.

Keywords: *Teaching and Learning Environment, Employers Expectation, Global Perspective, Approach, Higher Education.*

INTRODUCTION

Teaching to facilitate students and give freedom to think and imagine their way which will help students to fit themselves in the societal requirements. Teaching should not be a monologue in delivering the content and teacher should not deposit their ideas and knowledge into students (Brown & Green, 2015). Students normally facing obstacles of critical thinking and fear on mathematics, these fears lead students to reveal anxiety, lack of commitment and sometimes behavioural problems (Prosser and Trigwell, 1999) hence as a teacher we need to provide continuous confidence-building exercises to students to look challenging task but students can do well. This support student feels capable and reduces fear of the subject. There are six pillars are supporting a good learning environment which is discussed by Mello, J. (2019) i.e., 1. Teachers need to direct their students to choose their correct path, 2. Students to do more practice in real-time situation, 3. Students should give more attention to their choice of learning, 4. Students should act ethical manner which is acceptable or favourable to society, 5. Students try to implement advanced technology in their learning practice, 6. Students should do research and development activities which gives more benefits to the community.

DESIGN OF LEARNING ACTIVITIES

The student-centred approach is the learning activities of programs are customized according to the needs of students. This approach helps teachers to know the particular cohort's level of knowledge, skills, experience, and expectations based on that teachers examine overall program, activities of program and module sessions. This broad knowledge guides teachers to customize programs, lectures, tutorials, seminars, practical lab; supported guided learning unsupported guided learning, etc. It helps to give constructive feedback to each student for their improvement. A student-centred approach to identify student learning approach, customization, and content delivery through various preferred modes, helps teachers to concentrate on the development of critical and analytical teaching skills (Shuell, 1986). Most of the students in globally lack critical and analytical skills, hence this approach helps to 'see' beyond the questions and contents (Weller, 2016).

When designing the module teacher should remind students participation is significantly varied in term of ethnicity, disability, age, socio-economic status, prior educational experience, migrant and nationality ([Pawlowska et. al 2014](#)) hence teacher-focused to facilitate academic support, learning, and teaching strategies, assessment, teaching pedagogies, tools and techniques which helps all students engage in progressive ways to attain the module and a programmed learning outcome. For example, given case studies from different countries and different business environments help students to test and apply their knowledge and skill in a range of complex real-world issues, it would support to improve their critical thinking skills. Group seminars help students to expose different learning styles and management problems with the wider community. Online learning material and exercise helps students to engage in digital and other media.

Interactive discussions with start-up entrepreneurs, SME's entrepreneurs, employees, and postgraduate students help teachers to have a pool of information for designing an input to the module that helps students to experience in the local context and global business environment ([Hoffman et. al 2019](#)). These aids in students exhibit a high standard of understanding of challenges in the entrepreneurial marketing approach in development and implementation, and knowledge of the contexts within marketing which is distinctively experienced by different forms of growth ventures. Further cognitive abilities and higher-order transferable skills enhanced by this module such as demonstrated high-level capabilities in reading and comprehension, demonstrate oral and written presentation skills, show the capacity for argumentation and persuasion and display autonomy, initiative, and accountability in an individual and collective endeavour.

Student's visits and interactions with SME's entrepreneurs provide good opportunities and support students to develop an entrepreneurial mindset and self-efficacy ([Gopalakrishnan S 2019](#)). When a group of students does pilot business, it helps them to know real entrepreneurship concepts. It supports students to understand the local and cultural context of teamwork in a glob and how to get the best colleagues from various cultures and ethnicities. The expected outcome from the students to transform their marketing, enterprise, and creativity, knowledge acquired in their course into relevant employment and career opportunities, widening and enhancing employability upon leaving the University. Students have a portfolio of skills to place before potential employers as well as a strong self-awareness of their strengths and weaknesses. Practical implementation and local contextualization help to create more interest among students to learn different paradigms of subjects. Different types of workshops and FDPs related to teaching and learning helps teachers to implement different learning techniques and methods to make an effective learning environment in the class of the particular module ([Bliss, J. 1994](#)). When selecting observers from different stakeholders such as SME entrepreneurs, peer teachers, and students to give a better opinion on the module because difficult to judge by peer faculty in the same college or same area of teaching ([Weiner 1987](#)).

The reason for less usage of the whiteboard is a dialogic teaching course not required many whiteboards or Interactive White Board (IWB) ([Greene and Kirpalani, 2013](#); [Kyriakouand Higgins2016](#)). Dialogic teaching module learning depends on the level of interactivity. Whiteboard or IWB didn't support scoring and classroom interactivity hence there is no connection between quality interaction and attainment. Normally IWB based on subject taught, age of students and type of use ([Susan 2011](#)).

Teachers should extract feedback from observers positively and to review learning outcomes and enhance teaching-learning practice. Based on the observer's feedback, I started to implement the changes in subsequent class and recommend Curriculum Review Committee to add required components for the coming years ([Linda 2001](#)).

Normally changes may be in program structure, module delivery by the teachers, subject content and learning environment. Content of programs influence more on students learning and active engagement hence program structure should consist various activities like learning by doing, brainstorming session, ice break sessions, question and answering, discussing techniques, outbound training, role-playing, professional community engagement activities, self-analysis techniques, curriculum vitae preparation, mock interview program and practice test ([Laurillard D, 2002](#)). The new interactive approach made students measure how well they attained a given subject, generate new creative ideas, retaining more information, solve real-life problems, a quick adjustment in-process and highly self-motivated to engage in the learning environment.

If student undergoes such components helps them to fix their path to face the global competition, reengineer their personality and help them take to new ways of thinking, behaving and dealing with others. Teachers to be more clear communication on module information and transparency with students foster trust, providing a path to students to discuss openly with teachers. Students are providing lecture handouts, weblinks, a list of reading topics list of textbooks and reference books before the class session ([Ott 2011](#)). This supports or appealing students with strong reading/writing preferences. Module evaluation and assessment an integral parts of learning activities. Teachers should follow a holistic and balanced approach for student assessment based on university standard evaluation and assessment requirements. Guidelines and assessment criteria communicate to students to understand themselves for successful completion of the course, and achieving the intended learning outcomes of the module ([Jimaa 2011](#)).

TEACHING AND SUPPORT LEARNING

Students learning methods can be classified as a deep method of learning or surface method of learning ([Marton, 2017](#)). Always need to motivate students to go for a deep learning environment this would help students to apply their knowledge in different contexts of the global environment. Keeping the physical environment of the class at an optimal level because it influences students learning capabilities. The physical environment and psychosocial environment have a high correlation, this would influence the overall classroom environment to increase productivity in education ([Rosfiani 2019](#)).

Based on the topic requirement and learner's environment, use appropriate activity for the lecture-based teaching module among methods of lecture sessions, research projects, case study, guest lecture, practical classes, classroom activity, business quiz, simulation game, and critical analysis activity. Further, using audio-visual media, this would support students learning and cognitive process. [Laurillard\(2002\)](#) pointed out in the study that a strong relationship between learning and media tools. Hence teacher can implement e-learning environment supports the students to enhance the different learning experience for enriching knowledge in a global context.

Student learning at different rates based on students' abilities and accommodating different needs. Before delivering the specific lecture, encourage students to do preparatory work based on the circulated lecture plan. It encourages students to improve self-learning and critical thinking ability. Normally deliver lecture topics to suit all categories of students in the class. After the topic introduced or examples discussed, encourage students to ask questions it helps to ensure students a basic understanding of specific topics, because if any students didn't understand the topic meaning itself, they would not understand the advanced concepts of the relevant topic. Further, the need to test students' understanding at the end of the lecture class or between the classes. Finally, summaries the lecture topics and listed out few questions which induce student's critical thinking related to the topic. This supports the student to learn and understand the content in practical situations for bridging the gap between the theoretical and practical situations ([Hansen 1990](#)). Sometimes, some students are not confident to ask questions in class so create a question box to post their questions anonymously.

Modify seating arrangement of the desk in a circle with the smaller group size of students (Normally, group size will be 4 to 5) and circulate case study to the group of students for their discussion. After that encourage each group to sketch their work and hang in the classroom, this great opportunity to develop rapport among students and stimulate a learning environment. These types of activities would improve active listening, ownership of their idea, critical thinking, and interaction with students ([Grubaugh S and Houston R, 1990](#)). Motivate students to utilize peer group study, drop-in session, office hours and emails / WhatsApp group forum to clarify their doubts and even students have space to use E-learning software's for effective forum discussion. These types of practices support the students to learn modules effectively and feel comfortable learning the environment inside and outside of the class.

Some of the difficult concepts, plan lecture sessions with followed by a peer group discussion which consists of fast, average and slow learners. Fast learners are higher in academic achievement, high creative, fast-thinking, and leadership. Average learners are late in class and need support from the teacher to identify their skills. Slow learners are not remembering easily, no interest to learn and poor communication skills. The above-said method of peer group learning practices helps students to understand a difficult topic in a better manner, improve the self-confidence of an individual student and intergroup relationship. ([Hammersley and Orsmond, 2004](#))

Peer group discussion always supports them to express their ideas and active interaction with peer students helps them to know their level of the thinking process and to encourage developing further. Teachers always conduct an open discussion session or objective type of test in every weekend lecture class to ensure a student's level of understanding and ability to critically analyzing in practical situations. When designing module or reconstructing lecture contents, the teacher needs to take care of student's participation by interesting, active and experience the expected learning outcome ([Hill et. al 2018](#)). TED talks and visual aids in the teaching activity give students different learning experiences. Different styles of learning environments like visual aids and videos in the teaching approach support students to experience a lively environment. For example, students can gain knowledge by watching short videos of different products, manufacturing processes and ideas of entrepreneurs without wasting time and money. Practical classes/workshops merge the gap of the student's experience and theoretical learning. Problem Based Learning (PBL) helps students to overcome their fear of interaction and knowledge sharing ([Weller, S 2016](#)). The teacher tries to create a comfortable environment for all students to ensure their active participation. The chairperson has to be selected by the group members and the chairperson needs to motivate and ensure the group member's active participation in the discussion. The chairperson takes initiative to transform inactive or less interactive members into an active member of the group. The chairperson may be changed in every seminar that should be nominated by the group members. This helps to fix their role and responsibilities in the task.

In recent days virtual learning environment (VLE) is a contributing key role in a higher education program and it supports students to learn interestingly. Especially VLE supports part-time students when they are busy with work or on-site visit and further it will be useful to distance learning, absent students and slow learners ([Chou and Liu 2005](#)).

Before starting of lecture sessions, teachers upload lecture powerpoints, student's lecture notes, lecture outlines and overview diagrams in e-learning. It helps students to well aware of session topics and activities well in advance so they would do their preparatory work for better engagement in the class. If any special activities exist, they will be communicated through an e-learning announcement column or email. Whenever start the first lecture session of the semester, usually teach students notes taking skills and strategies of how to identify key ideas, a guideline on self-regulation strategies and how to use notes and personal planner in the lecture session ([Eisner and Rohde, 1959](#)).

Practice to summaries all-important points at the end of every lecture session or discussion and try to focus on late comers or disengaged students to ensure all the key concepts understand through combining spoken direction with diagram, words, pictures, and question and answer session. After the session, try to practice upload lecture session in an audio-visual podcast, this will support some students those who missed their class. The teacher needs to ensure disengaged students to meet office timing to clarify their doubts through one to one interaction. Always ensure students understanding level through question and answering session and informal feedback. The assessment also personalized and it supports to gain certain skills, this helps to move on to the next level in their professional career ([Zubizarreta 2019](#)). Some students are having prior educational knowledge, the purpose of engaging module and ability of learning are not significantly similar, hence planned curriculum would not satisfy the needs. Teachers like to use the hidden curriculum approach which means unwritten, unspoken or implicit values, behaviour, and norms in education. This helps critically engage students to learn know-how and what to learn, and how practically demonstrates the learning content in the global context ([Weller, 2016](#)). Most of the time, contextualization supports students to learn quickly and effectively to achieve the module learning outcome.

Apart from the above approach, the teacher needs to engage a planned curriculum approach because university frameworks make students with expertise in a specific portfolio and fulfill the demand of employers. Sometimes needs to use curriculum-in-action, this helps students to practice in a real-time situation. Practice uploading student's copies of lecture notes, an outline of the lecture and an overview diagram before the start of the lecture session. Teachers should impart notes taking skills and strategies, how to identify important or key ideas and information, strategies of self-regulation, how to use notes and personal planner in the lecture session. Practice every lecture starting with a question and answering previous lecture topics to make the students recall the previous lecture and summarization of all-important points at the end of every lecture session or discussion.

There are various ways of managing a peer group in the class and preferably follow the techniques of organizing seating arrangements and pairing students, it would support increasing student's productivity ([Marton et. al 2004](#)). Normally teachers not to consider a student is sited and whom they are seated, try to encourage students to form a group themselves after that teacher to see which students like to work with each other. If any group members are disruptive or unproductive, teachers request them to change the group for doing productive work. Aligning the group based on their behaviour, interest and cognitive abilities. This will encourage leadership and cooperation among students and other benefits will be that every student getting individual attention.

Developing rapport with students is important for a good class environment, though it's difficult; teachers need to handle effectively through using some strategies for establishing good relations with students. Teachers dressed professionally to establish authority, students not intimidated to ask questions. Normally teachers in the middle ground and approachable to students and sacrificing my time and work for my student's benefits. It helps to change student's behaviour and a good learning environment in the class. Another way to build rapport with students is to find different leaders in the class. Semester starting of the class, try to find a leader for academic performance and social leader of the class. Then interact with them and convenience to act as a coordinator for various classroom activities, this supports teachers to create a good rapport with the whole class. Sometimes this helps teachers to identify the capable students to encourage participating in the external competition and research activities. It supports each student use their skills and knowledge of the benefits of the whole class. It helps students to realize their talents and understand themselves that others can benefit from them. Normally the teacher needs to create students beneficial and productive to society, and this strategy will support to achieve that goal ([Trevitt and Perera 2009](#)). Apart from group work, in modern-day students need to know cooperative individual learning and to do things individually. Assign individual tasks in the group, these works can be assessed and monitored in the group task. Teachers ensure students are having needed to learn the learning environment inside and outside the classroom. Inside a classroom, desk arrangement in a different pattern to access all students during peer group task lighting and temperature in the classroom. In the outside classroom, provide support for accessing material in canvas, library support, industry engagement support, and fellow student's interaction through the discussion forum. Students can approach teachers through dedicated module office hours, mail, call, and WhatsApp to get guidance. In this way, teachers can build a good rapport with the students and ensure their effective learning environment ([Wery and Thomson 2013](#)).

Teaching methods and assessments are different from each class in undergraduate students because a set of students in a particular class has a combination of different academic disciplines and years of study ([Bloom et. al 1956](#)). Hence teachers underpin different activities with their specific academic discipline to set of students. It supports different academic discipline students link the concepts with their area. Teachers always consider individual learners and a



different set of learning students. Try to balance slow learners and quick learners through realignment of student's desk and group activities. It helps all students to engage in class actively.

CONCLUSION

Teachers always believe themselves as a student and grow each day. This simple step helps a person to make a better person, a good listener, and a good teacher. Teachers should not focus their students to pass module with good grades but also wants them to be more responsible, accountable and high confident individuals and citizens for the country.

LIMITATION AND STUDY FORWARD

This study focused on the general teaching-learning perspective hence there is a scope to focus on specialized discipline teaching-learning approaches and in a context. In future studies may focus on modern technological teaching tools and contract to cheat.

ACKNOWLEDGEMENT

This work is supported by The Research Council (TRC), Oman under the Open Research Grand (ORG) scheme.

REFERENCES

1. Bliss, J. (1994). Modelling, a Means for Expressing Thinking: ESRC Tools for Exploratory Learning Research Programme. *Technology-Based Learning Environments*, 33–39. https://doi.org/10.1007/978-3-642-79149-9_5
2. Bloom, B. S., Engelhart, M. D., Furst, E. J., Hill, W. H., & Krathwohl, D. R. A. (1956). *Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook 1: Cognitive Domain*. New York: David McKay.
3. Brown, A.H., & Green, T.D. (2015). *The essentials of instructional design: Connecting fundamental principles with process and practice*. New York: Routledge. <https://doi.org/10.4324/9781315757438>
4. *Creating Effective Teaching and Learning Environments (Summary in English)*. *Creating Effective Teaching and Learning Environments*. <https://doi.org/10.1787/9789264068780-sum-en>
5. Chou, S.-W., & Liu, C.-H. (2005). Learning effectiveness in a Web-based virtual learning environment: a learner control perspective. *Journal of Computer Assisted Learning*, 21(1), 65–76. <https://doi.org/10.1111/j.1365-2729.2005.00114.x>
6. Eisner, S., & Rohde, K. (1959). Note-taking during or after the lecture. *Journal of Educational Psychology*, 50(6), 301–304. <https://doi.org/10.1037/h0038628>
7. Gopalakrishnan Soundararajan. (2019). Impact of E-commerce on Global Business Environment: A Conceptual Study Focus on the Middle East. *Eurasian J Anal Chem* 2018;13(Engineering and Science SP). <http://www.eurasianjournals.com/Impact-of-E-commerce-on-Global-Business-Environment-A-Conceptual-Study-Focus-on-Middle,105713,0,2.html>
8. Greene, M., & Kirpalani, N. (2013). Using Interactive Whiteboards in Teaching Retail Mathematics. *Marketing Education Review*, 23(1), 49–54. <https://doi.org/10.2753/MER1052-8008230108>
9. Grubaugh, S., & Houston, R. (1990). Establishing a Classroom Environment That Promotes Interaction and Improved Student Behavior. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 63(8), 375–378. <https://doi.org/10.1080/00098655.1990.10114133>
10. Hammersley-Fletcher, L., & Orsmond, P. (2004). Evaluating our peers: is peer observation a meaningful process? *Studies in Higher Education*, 29(4), 489–503. <https://doi.org/10.1080/0307507042000236380>
11. Hansen, E. (1990). Co-operative teaching between learning support and subject teachers. *Support for Learning*, 5(3), 128–135. <https://doi.org/10.1111/j.1467-9604.1990.tb00401.x>
12. Hill M.F., Tan K., Jiang H. (2018) Classroom Assessment for Teacher Learning and Student Learning. In: Jiang H., Hill M. (eds) *Teacher Learning with Classroom Assessment*. Springer, Singapore. https://doi.org/10.1007/978-981-10-9053-0_12
13. Hoffman, J., Blessinger, P. and Makhanya, M. (Ed.) (2019) *Strategies for Facilitating Inclusive Campuses in Higher Education: International Perspectives on Equity and Inclusion (Innovations in Higher Education Teaching and Learning, Vol. 17)*, Emerald Publishing Limited, pp. 285-296. <https://doi.org/10.1108/S2055-364120190000017019>
14. Shihab Jimaa (2011). The impact of assessment on students learning. *Procedia - Social and Behavioral Sciences*. Volume 28, 2011, Pages 718-721. <https://doi.org/10.1016/j.sbspro.2011.11.133>
15. Kyriakou, A., & Higgins, S. (2016). Systematic Review of the Studies Examining the Impact of the Interactive Whiteboard on Teaching and Learning: what we do learn and what we do not. *Preschool and Primary Education*, 4(2), 254-275. <https://doi.org/10.12681/ppej.9873>
16. Laurillard, D. (2002). *Rethinking University Teaching*. London: Routledge, <https://doi.org/10.4324/9781315012940>
17. Linda Norbury (2001). Peer observation of teaching: A method for improving teaching quality, *New Review of Academic Librarianship*, 7:1, 87-99, <https://doi.org/10.1080/13614530109516823>



18. Marton, F. (2017). Towards a Pedagogical Theory of Learning. *Deep Active Learning*, 59–77. https://doi.org/10.1007/978-981-10-5660-4_4
19. Marton, F., Tsui, A. B. M., Chik, P. P. M., Ko, P. Y., & Lo, M. L. (2004). Classroom Discourse and the Space of Learning. <https://doi.org/10.4324/9781410609762>
20. Mello, J. (2019). Creating and Developing Effective Business and Professional School Advisory Boards. *Journal of Higher Education Theory and Practice*, 19(2). <https://doi.org/10.33423/jhetp.v19i2.1445>
21. Otts, H. W. W. (2011). Student experiences of creating and sharing material in online learning. *Medical Teacher*, 33(11), e607–e614. <https://doi.org/10.3109/0142159X.2011.610839>
22. Pawlowska, D. K., Westerman, J. W., Bergman, S. M., & Huelsman, T. J. (2014). Student personality, classroom environment, and student outcomes: A person-environment fit analysis. *Learning and Individual Differences*, 36, 180–193. <https://doi.org/10.1016/j.lindif.2014.10.005>
23. Prosser, M., & Trigwell, K. (1999). Relational Perspectives on Higher Education Teaching and Learning in the Sciences. *Studies in Science Education*, 33(1), 31–60. <https://doi.org/10.1080/03057269908560135>
24. Rosfiani, O. (2019). The Effect of Learning Environment, Inquiry and Student Learning Interest on Student Social Studies Learning Assessment. <https://doi.org/10.31227/osf.io/j83bd>
25. Shuell, T. J. (1986). Cognitive Conceptions of Learning. *Review of Educational Research*, 56(4), 411–436. <https://doi.org/10.3102/00346543056004411>
26. Susan Y. H. Sun. (2011). Online Language Teaching: Pedagogical Challenges. *Knowledge Management and E-Learning*, 3(3):428-447. <https://doi.org/10.34105/j.kmel.2011.03.030>
27. Trevitt, C., & Perera, C. (2009). Self and continuing professional learning (development): issues of curriculum and identity in developing academic practice. *Teaching in Higher Education*, 14(4), 347–359. <https://doi.org/10.1080/13562510903050095>
28. Weiner, M. F. (1987). Discussion of Peer Relationships, Self-Esteem, and the Self. *International Journal of Group Psychotherapy*, 37(4), 525–528. <https://doi.org/10.1080/00207284.1987.11491073>
29. Weller, S (2016), *Academic practice Developing as a professional in Higher education*, Sage publication, page no.54
30. Wery, J., & Thomson, M. M. (2013). Motivational strategies to enhance effective learning in teaching struggling students. *Support for Learning*, 28(3), 103–108. <https://doi.org/10.1111/1467-9604.12027>
31. Zubizarreta, J. (2019). Good practice: Improving and Assessing Honors Student Learning with Learning Portfolios. *Journal of the European Honors Council*, 3(1), 1–9. <https://doi.org/10.31378/jehc.73>