

TEACHING METHODS WITH PUPILS IN CENTER

Voglushe Kurteshi

Faculty of Education, University of „Kadri Zeka“ Gjilan, Kosovo, voglushekurteshi@yahoo.com,
voglushe@hotmail.com

Fitore Malaj

Faculty of Education, University of „Kadri Zeka“ Gjilan, Kosovo

Enriketa Mujaj

Faculty of Education, University of „Kadri Zeka“ Gjilan, Kosovo

Abstract: Education in elementary school in Kosovo, the last two decades are in a process of profound change and complex.

While teachers are still an authority figure in a student-centered teaching model, teachers and students play an equally active role in the learning process.

The primary role of teacher's is to coach and facilitate student learning and overall comprehension of material, and to measure student learning through both formal and informal forms of assessment, like group projects, student portfolios, and class participation. In the student-centered classroom, teaching and assessment are connected because student learning is continuously measured during teacher instruction.

Main objective of this study is investigation of teaching methods, with pupils in center. The investigation is realized in two municipality (Gjilan and Kamenica), and in one village (Hogosht, Kamenicë).

In this research participated 50 teachers, in which case through the questionnaire we physically received answers regarding the teaching methods with pupils in center.

The questionnaire was anonymous in order to obtain the most accurate data and results.

Based on these we have found that teachers do not always use methods with the student at the center and that these methods have a major impact on student learning

Keywords: Teaching methods, pupils, center

1. INTRODUCTION

Many studies on pupils centered teaching show that it is a process that engages pupils and creates an environment of cooperation among peers to behave in a socially conscious manner to focus on group performance rather than individual performance (UNICEF, 2000)

Helping learners during the activities in cooperative and active learning situations, teachers use different tools of assessment for learning by providing constructive feedback to improve learning. That is why, Student Centered Approach to Teaching is considered to be one of the best ways to achieve the objective of providing quality education to community children in community school system where children are mostly socially conscious about the importance of social interactions and team work in their daily life activities, out of their classroom, in their community life (Tsay & Barady, 2010).

Teacher-centeredness refers to communication of knowledge to students in a learning environment in which the teacher has the primary responsibility (Mascolo, 2009).

Lectures are solely used as a means of dissemination of knowledge to students. While teachers are active, students are passive in teacher-centered classroom. In contrast to teacher-centeredness student-centered instruction provides a learning setting to the students in which they construct their skills and understanding.

In teacher centered classroom, there is a false assumption that teachers have a diminishing role in the learning process. Rather, teachers have facilitating role in the classroom. In other words, teachers' role is not eliminated in the learning process. Similarly, in student-centered classroom students do not construct their understandings by themselves instead teachers help them construct knowledge.

Mart (2013) states that "passionate teachers know that it is their role to encourage students for an active learning and concern themselves with promoting students' intellectual and moral development"

During the last few decades, teacher-centered teaching style has been replaced by learner-centered teaching style in higher education (Weimer, 2002). Learner-centered instruction is most suitable for the more autonomous, and more self-directed learners who not only participate in what, how, and when to learn, but also construct their own learning experiences. The learner-centered approach reflects and is rooted in constructivist philosophy of teaching (Brown, 2008; Weimer, 2002).

Learner-centred approach also known as childcentred learning is a learning that mainly majors on the needs of the students . In this approach, the teacher is placed to facilitate the learning, focus on the interests, needs, and learning styles of the students.

2. MATERIALS AND METHODS

The research was conducted with a survey of teachers and 5-year school students of elementary school. The study included 50 teachers. The survey was anonymous. We used the questioner for teacher (with 12 question). The survey conducted at Gjilani city, at school “Thimi Mitko” with 30 teachers. Also survey conducted at Kamenica municipality, one school in city: school “Fan Noli” with 12 teachers, and one school in village Hogosht(“Skënderbeu”) with 8 teachers.

3. RESULTS

Obtained results are present in three table, at first table are presented the question 1-4, at second table are presented question 5-8. While table 3, are presented the question 9-12.

At table 1, **first question** is: what is your Gender, in school “Thimi Mitko” (Gjilani), all teachers belong to the female gender. While in Kamenica 83 % are male, and 17 % female. In village Hogosht 50 % are male and 50 % female.

At **second question** : Which class do you teach?. The teachers who teach the fifth grade dominate in all three schools: in Th.Mitko 26%, in F.Noli 25 %, and in Skenderbeu 25%, compared to other classes.

Then the teachers who teach the first grade, are in the second position, in Th.Mitko 20%, in F.Noli 17 %, and in Skenderbeu 25%. While teachers in grades 2, 3 and 4, there are fewer than teachers in fifth and first grade

At **third question**: Do you have knowledge of teaching methods. in all three schools the answer has dominated, a lot of knowledge: in Gjilan 73 %, in Kamenia 83 % and Hogosht 88 %. while the answer informed is in a smaller percentage : in Gjilan 27 %, in Kamenia 17 % and Hogosht 12 %.

At **fourth question**: Where did you learn these methods, the answer that has dominated is through trainings at MEST(Ministry of Education and Technology): in Gjilan 54 %, and Kamenica 46 % , whereas in Hogosht dominated the answer “have taught them during their studies” 50 %.

The answer “have taught them during their studies” is in second position: in Gjilan 27 %, in Kamenica second position is the answer “discussions with colleagues” 31 % , whereas in Hogosht in second position is the answer “through trainings at Ministry” 42 %.

The answer “discussions with colleagues”: in Gjilan is in third position 19 %, in Kamenica in third position is answer “have taught them during their studies” 23 % , whereas in Hogosht in third position is the answer “discussions with colleagues” 8 %.

Table 1. Results of investigation , with teachers, question 1-4 , in three elementary schools: Thimi Mitko(Gjilan), Fan Noli (Kamenicë), Skenderbeu (Hogosht)

Question		Schools			
		Thimi Mitko - Gjilan	Fan Noli Kamenicë	Skenderbeu Hogosht	
		%	%	%	
1	Gender	Male	83 %	50	
		female	17%	50%	
2	Which class do you teach?	Firs class	20	17	25
		Second class	17	17	25
		Third class	20	25	13
		Fourth class	17	16	12
		Fifth class	26	25	25
3	Do you have knowledge of teaching methods	a lot of knowledge	73	83	88
		informed	27	17	12
4	Where did you learn these	Have taught them during their	27	23	50

methods	studies			
	Through trainings at MEST(Ministry of Education,Science and Technology)	54	46	42
	discussions with colleagues	19	31	8

At **fifth question:** Do you apply these methods in all subjects, the answer “always” has dominated in Kamenica 75 % , and in Hogosht 63 % . While in Gjilan it was 40 % .

The answer “frequently” has dominated in Gjilan it was 50 % . While in Kamenica it was 25 % , and in Hogosht 37 % .

The answer “sometimes” has written only in Gjilan 10 % of teachers. While in Kamenica and in Hogosht isn’t written.

At **sixth question:** Do you use student-centered methods, the answer “yes” has dominated in all three cities , 100% .

At **seventh question:** Do you think that these methods make your job easier?, the answer “many” has dominated in Kamenica (67 %) and Hogosht(88 %), while in Gjilan it was 40 % .

The answer “on the average” has dominated in Gjilan 60% , while in Kamenica is 33 % and in Hogosht is 12 % .

In the **eighth question:** Do you think that these methods have a positive effect on student learning?, the answer “many” has dominated in all three cities : in Gjilan 50%, in Kamenica (83 %) and Hogosht(88 %),

The answer “on the average” in Gjilan is 43% , while in Kamenica is 17 % and in Hogosht is 12 % .

The answer “a little” and “neutral” is surrounded only in Gjilan is 3% , while in Kamenica and in Hogosht is not surrounded.

Table 2. Results of investigation , with teachers, from question 5-8, in three elementary schools: Thimi Mitko(Gjilan), Fan Noli (Kamenicë), Skenderbeu (Hogosht)

Question		Schools			
		Thimi Mitko -Gjilan	Fan Noli Kamenicë	Skenderbeu Hogosht	
		%	%	%	
5	Do you apply these methods in all subjects	always	40	75	63
		frequently	50	25	37
		sometimes	10		
6	Do you use student-centered methods	Yes	100	100	100
		No			
7	Do you think that these methods make your job easier?	many	40	67	88
		on the average	60	33	12
8	Do you think that these methods have a positive effect on student learning?	many	50	83	88
		on the average	43	17	12
		a little	3		
		neutral	3		

In the **ninth question:** in which subjects do you have difficulty in applying the methods?, the answer “physical education” has dominated in all three cities : in Gjilan 44%, in Kamenica (60 %) and Hogosht(50 %),

The answers “Albanian language” and “Man and nature” was written only in Gjilan 4 , while in Kamenica and in Hogosht is not written.

The answer “Music education, figurative education” was written in Gjilan 20 % , in Kamenica 20% and in Hogosht is 50%.

The answer “mathematics” was written only in Gjilan 28 % , and Kamenica 20% .

In the **tenth question**: do these methods positively affect student success?, the answer “many” has dominated in Kamenica (67 %) and Hogosht(88 %), while in Gjilan not dominated, 40 %.

The answer “on the average” dominated in Gjilan is 50% , while in Kamenica is 25 % and in Hogosht is 12 %, not dominated.

The answer “a little” is written only in Gjilan is 3% , while in Kamenica and in Hogosht is not written.

The answer “neutral” is written only in Gjilan is 7% , and in Kamenica 8 % , whereas in Hogosht is not written.

In the **eleventh question**: Which of these techniques do you use the mostly?. The answer “Cluster” and “Venn diagrams” has dominated in Gjilan dominated, 11 %. In second position in Gjilan it is answer “DRTA”, “Five verses”, “Two-part diary”, “I know / I want to know / I learned” and “mixed pieces” , 10 %. In thirf position in Gjilan is answer “Story frame”, 9 %. Answer DLTA is in fourth position , 7 %. in the last position is answer “Pens in the middle” 6 %.

In Kamenica seven answer (DLTA, Story frame, Five verses , Two-part diary, Cluster, I know / I want to know / I learned, Venn diagrams) has same percentage (10 %), the answer “DRTA” has 9 % , answer “Visualization” has 8 % . While answer “Pens in the middle” has 5 %.

In Hogosht dominated answer “Venn diagrams” 16 %, followed by responses “I know / I want to know / I learned” by 14 % , “Five verses” and “cluster” by 13 % , “DRTA” 10 % , “Two-part diary”and “Visualization” by 8 % , “Mixed pieces” and “DLTA” by 6 % , “Story frame” by 4 % , and in the end “ Pens in the middle” by 2 %.

In the **twelfth question**: Are you satisfied with these teaching methods. In all three schools (cities) the answer has dominated “many”, in Gjilan 54 % , in Kamenia 75 % and Hogosht 88 % . While the answer “on the average” is in a smaller percentage : in Gjilan 40 % , in Kamenica 25 % and Hogosht 22 %.

The answer “a little” and “neutral” is surrounded only in Gjilan 3 % . While in Kamenica and Hogosht is not surrounded.

Table 3. Results of investigation , with teachers, from question 9-12 , in three elementary schools: Thimi Mitko(Gjilan), Fan Noli (Kamenicë), Skenderbeu (Hogosht)

	Question		Schools		
			Thimi Mitko -Gjilan	Fan Noli Kamenicë	Skenderbeu Hogosht
			%	%	%
9	in which subjects do you have difficulty in applying the methods	physical education	44	60	50
		Albanian language	4		
		Man and nature	4		
		Music education, figurative education	20	20	50
		mathematics	28	20	
10	do these methods positively affect student success	many	40	67	88
		on the average	50	25	12
		a little	3		
		neutral	7	8	
11	Which of these techniques do you use the mostly?	Mixed pieces	10	8	6
		DLTA	7	10	6
		DRTA	10	9	10

		Pens in the middle	6	5	2
		Story frame	9	10	4
		Visualization	6	8	8
		Five verses	10	10	13
		Two-part diary	10	10	8
		Cluster	11	10	13
		I know / I want to know / I learned	10	10	14
		Venn diagrams	11	10	16
12	Are you satisfied with these teaching methods	many	54	75	88
		on the average	40	25	22
		a little	3		
		neutral	3		

4. DISCUSSIONS

According to teachers the most used methods are " Venn diagrams", "I know / I want to know / I learned" , "Two-part diary", "cluster", "Five verses" , "DRTA" and "Mixed pieces".

Also according to teachers, the above mentioned methods, have a positive effect on student learning?

At question are you satisfied with these teaching methods, mainly are answered satisfied to much.

To the question whether you apply these methods in all subjects, the answer "always" has prevailed in Kamenica 75%, and in Hogosht 63%. While in Gjilan it was 40%.

In a traditional classroom, students become passive learners, or rather just recipients of teachers' knowledge and wisdom. They have no control over their own learning. Teachers make all the decisions concerning the curriculum, teaching methods, and the different forms of assessment. Duckworth (2009) asserts that teacher-centered learning actually prevents students' educational growth. In contrast, in a learner-centered classroom, students are actively learning and they have greater input into what they learn, how they learn it, and when they learn it. This means that students take responsibility of their own learning and are directly involved in the learning process. Learner-centered teaching style focuses on how students learn instead of how teachers teach (Weimer, 2002 ; Wohlfarth et.al, 2008). In a learner-centered classroom, teachers abandoned lecture notes and power point presentations for a more active, engaging, collaborative style of teaching (Wohlfarth et.al, 2008).

The development of interpersonal relationships is an essential component of a student-centered approach, since positive student-teacher relationships presumably lessen the need for control and become the foundation for all interaction in the classroom. Supporters of student-centered management propose that children "see their acceptable, caring behavior as vital to the maintenance of the group because they have a vested interest in the health of the group as a whole" (Bloom, Perlmutter & Burrell, 1999).

"Pupils in center" is the perspective which focuses on the pupils, experiences, perspectives, backgrounds, talents, interests, capacities, and needs. It creates a learning environment conducive to learning and promotes the highest levels of motivation, learning, and achievement for all learners.

Weimer (2002) proposed five areas that needed to change in order to achieve learner-centered teaching. These areas are: the choice of content, the instructor's role, responsibility for learning, the process of assessment, and the power relationship between teacher and learners. Students needed to have ownership of their own learning, contribute to the design of curriculum, and the responsibility for some levels for instruction. Similarly, Bain (2004) identified several traits of instructors who employ learner-centered instruction. Among these characteristics are that instructors touch the lives of their students, they place a strong emphasis on student learning and outcomes by using varied forms of assessment, and the effect on career goals.

Brown (2008) claimed that student-centered learning approach gives students ownership over their learning and helps them make necessary decisions and value judgments about the relevance of the content and the methods of teaching to their own lives and interests. Wolk (2010) also reports that in student-centered learning, Students play a significant role in designing their own curriculums. The teacher plays the role of a facilitator or guide who helps students achieve their goals.

Findings of Walsh and Vandiver (2007) study indicated that students performed better academically because they had a say in what they learned, and the teachers only acted as facilitators in order to allow the students to learn actively.

5. CONCLUSIONS

According to this research we can conclude that this methods are good for student-centered learning. With this research we identify which method they use more during teaching, such as : Venn diagrams", "I know / I want to know / I learned" , "Two-part diary", "cluster", "Five verses" , "DRTA" and "Mixed pieces. This can make them to improve on their practice, not to use traditional methods but to use modern methods. Identifying education instructors' teaching styles will make them aware of the type of teaching style they employ in their classrooms. This awareness can make them to improve on their practice. This will in turn help students to learn better and become active participants in the learning . In addition, they can provide their students with a model of good practice. This research correspond with many research which emphasizes the fact that learner-centered style is replacing the traditional teacher-centered teaching style.

REFERENCES

- Brown, J.K. (2008). Student-centered instruction: involving students in their own education. *Music Educators Journal*, 94(5).
- Bloom, L., Perlmutter, J., & Burrell, L. (1999). The general educator: applying constructivism to inclusive classrooms. *Intervention in School & Clinic*, 34 (3), 132–137.
- Duckworth, E. (2009). Helping students get to where ideas can find them. *The New Educator*, 5(3).
- Mart, C.T. (2013). A passionate teacher: Teacher commitment and dedication to student learning. *International Journal of Academic Research in Progressive Education and Development*, 2(1), 437-442
- Mascolo, M. (2009). Beyond student-centered and teacher-centered pedagogy: Teaching and learning as guided participation. *Pedagogy and the Human Sciences*, 1(1), 3-27
- Tsay, M., & Barady, M. (2010). A case study of cooperative learning and communication pedagogy: Does working in teams make a difference? *Journal of the Scholarship of Teaching and Learning*, 10(2), 78- 89.
- UNICEF. (2000). Defining quality in education. Paper presented at the meeting of the International Working Group on Education, Florence, Italy.
- Walsh, J., & Vandiver, D. (2007). Fostering student centered learning (SCL) through the use of active learning exercises in undergraduate research methods courses.
- Wolk, R. (2010). Education: the case for making it personal. *Educational Leadership*. 67(7)
- Wohlfarth, De De and et.al (2008). Student Perceptions of Learner-Centered Teaching. In *Sight: A Journal of Scholarly Teaching*, Volume 3.
- Weimer, M. (2002). *Learner-Centered Teaching*. San Francisco: Jossey Bass.