

ACCOMPLISHED TEACHING OF A TEACHER EDUCATOR THROUGH TEACHING PHILOSOPHICAL PERSPECTIVES OF EDUCATION TO B.ED STUDENTS

Dr. J. Lalitha¹ & A. Ramakrishna²

¹Assistant Professor, Department of Education, Osmania University, Hyderabad, India

²Research Scholar, Department of Education, Osmania University, Hyderabad, India

Received: 01 Jul 2022

Accepted: 04 Jul 2022

Published: 05 Jul 2022

ABSTRACT

The features of effective teaching are discovered in the current research work. On the Irving Student Evaluation of Accomplishment Teaching Scale (2004), the responses of 39 first-semester B.Ed. students enrolled in the Philosophical Perspectives of Education course were examined. The study concludes that the teacher has succeeded in connecting the subject with the real world, making sure each lesson has a purpose, fostering students' capacity for thought and reasoning, placing a high value on the subject, and assisting students in building an understanding of the language and processes..

KEYWORDS: *Accomplished Teaching, Student Engagement, Pedagogy, Commitment to Students Learning, Professional Life.*

INTRODUCTION

A noble career is teaching. Future generations are guided by teachers. Therefore, dedicated teachers prepare for and meet the demands of the community, which is reflected in a responsible citizen. In this situation, every parent wants to send their children to a decent school with dedicated teachers. The next question is how to determine if a teacher has succeeded in achieving the goals outlined in their teaching journey. This study represents a modest effort in that direction.

Objective of the Study

The purpose of the paper is to determine the extent to which the teacher educator (one of the authors) has succeeded in educating B.Ed. students about Philosophical Perspectives on Education.

Significance of the Study

The results of the current study will enable us to determine whether we fall within the range of accomplished teachers and what makes them tick. If not, how can one develop those qualities? This study's main emphasis is on this. Additionally, this will fulfil the goals of teaching-learning and give teachers satisfaction.

Review of Related Studies

A review is made to understand the components of accomplished teaching and recognize its significance.

According to Lawrence Ingvarson (2002), a strict certification process that is standards-driven attempts to offer a solid foundation for honouring and rewarding accomplished teaching performance. Most teachers would be motivated to seek out professional development opportunities that would assist them raise their teaching standards and enhance student learning outcomes.

Milton D. Hake (2008) discovered that the board attempted to establish the crucial traits of accomplished teaching and to build a mechanism for recognising teachers who displayed these practises over the course of a seven-year period. A set of standards for 25 teaching specialties is what they have produced. Each set of standards outlines how effective instructors should show that they have a thorough understanding of their pupils, their subject matter, and how to teach it. They should also think critically about their methods and continuously improve. It was intended for instructors to be able to demonstrate their competence in the classroom using assessments for each specialisation.

A computer-based examination consisting of six separate 30-minute activities completed at a predetermined testing location is used to determine whether candidates have a solid understanding of the material required for effective teaching in their profession. The requirements allow for accomplished teaching "to be demonstrated in a number of methods, with no single teaching strategy preferred" regarding the portfolio.

According to Jaeger (1998), Hattie and his colleagues looked at things like the qualifications of the people on the standards committees, the degree to which the standards' development had a solid scientific foundation, and the evidence of connections between content standards and generally accepted theories about the characteristics of effective teaching.

The board has made a sincere effort to evaluate the essential elements of achieved teaching and has used evaluation techniques (portfolio, examples of performance) that are especially effective at evaluating accomplished practise. The national board intended for the requirements for accomplished teaching to have a major impact on the calibre of teachers and instruction, and as a result, on student learning (National Board for Professional Teaching Standards, 1991).

These standards for accomplished teaching were created using an innovative process, just like the standards themselves. The criteria encapsulated a nuanced idea of effective teaching and sparked discussion about what instructors ought to understand and be able to do. The field of measurement advanced thanks to the portfolio-based assessment created to evaluate teachers' adherence to these standards.

Highly accomplished teaching is difficult professional activity, and systems for evaluating teaching ought to reflect this complexity, according to the ACER portfolio project. The ability to demonstrate what pupils are doing and learning as a direct result of a teacher's instructional strategies is a key component of these methods.

The seven items that best distinguished the accomplished teacher from the experienced teachers (Hattie J, 2012 p.160) were that the teacher:

- Challenged students to think through and solve problems, either by themselves or as a group;
- Encouraged students to place high value on maths;
- Helped students to construct an understanding of the language and processes of maths;
- Got students to think about the nature and quality of the work;
- Developed students' abilities to think and reason mathematically, and to have a mathematical point of view;
- Encouraged students to try different techniques to solve problems; and
- Showed student interesting and useful ways of solving problems.

Thus, the reviews represent the guideposts of accomplished teaching such as commitment to challenge, engagement, understanding, quality, reasoning, and developing learning strategies.

METHOD OF THE STUDY

The study is designed to evaluate the responses of B.Ed. students who have been taught philosophical perspectives on education using a scale of accomplished teaching. Osmania University's University College of Education's B.Ed. students were taught about the topic by one of the authors. Thus, this group was created by the sample. The sample's details are shown below.

Table 1: Sample of the Study

S. No.	Gender	Age group (years)			Total
		21 - 25	26 - 30	31 - 35	
1	Female	19	01	02	22
2	Male	08	08	01	17
	Total	27	09	03	39

The sample consisted of all first-semester students who were present on the last day of a unit's completion for two weeks in the course Philosophical Perspectives of Education.

Tool Used

The Irving Student Evaluation of Accomplished Teaching Scale served as the inspiration for the tool, Student Evaluation of Accomplished Teaching Scale (Hattie J, 2012 p. 274-5). There are seventeen items in it. The tool is divided into four categories: commitment to students and their learning, subject-specific pedagogy, student involvement with the curriculum, and connections between the subject and the outside world. To the provided item, the students must indicate whether they disagree (D), severely disagree (SD), agree (agree), or are neutral (N).

Dedication to students and their learning is the first element, and it consists of five items: the teacher's commitment to students' learning, accommodations for learning disabilities, confidence and self-esteem, a positive classroom environment, and time for reflection.

The second section, titled "Pedagogy of the Subject," consists of items designed to elicit feedback regarding how M.Ed. students are taught philosophy of education. There are four areas that deal with enhancing students' ability to think critically, appreciating the subject, the goal of each class, and subject comprehension.

The third section of the tool, which consists of four items, addresses how students engage with the content. In addition to other topics, they cover how to make learning engaging, rewarding, and stimulating as well as how to choose the finest teacher.

The tool's fourth section, "Relationship between subject and real world," has four items. They want to know how to apply the material to real-world situations, how to relate it to other facets of life, and how to get ready for professional situations.

The responses received on the Google forms are analyzed and presented below.

DATA ANALYSIS

The data was broken down into areas, and the results are shown below. Because it had the highest agreement, only the replies for "agree and strongly agree" were considered for interpretation.

Table 2: Commitment to Students and Their Learning (Responses In %)

S. No.	Item	SD	D	N	A	SA	Total
1	Teacher is committed to the learning of all the students in the class		2.6	7.7	59	30.7	100
2	Teacher adjusts the lesson if we experience difficulties in learning		2.6	15.4	51.3	30.7	100
3	Teacher enables us to develop confidence and self-esteem in this subject			5.1	59	35.9	100
4	Teacher creates a positive atmosphere in class in which we feel part of a team of learners				28.2	71.8	100
5	Teacher provides time for us to reflect and talk about the concepts that we are learning			2.6	35.9	61.5	100
	Average score of the Area		1.0	6.2	46.6	46.2	100

The student response rate is 92.8 percent for the "commitment to students and their learning," while the individual component with the highest response rate (71.8 percent) is "positive atmosphere in class."

Table 3: Pedagogy in this Subject (Responses in %)

S. No.	Item	SD	D	N	A	SA	Total
1	Teacher develops our ability to think and reason in this subject		2.6		59	38.4	100
2	Teacher encourages us to place a high value on this subject			10.3	53.8	35.9	100
3	Teacher tells us what the purpose of each lesson is		2.6	7.7	53.8	35.9	100
4	Teacher helps us to construct an understanding of the language and processes of this subject		2.6	5.1	61.5	30.8	100
	Average score of the Area		1.9	5.8	57	35.3	100

The elements that demonstrate accomplished teaching are those that are italicized. They are the capacity to reason and think, the encouragement to place great importance on the subject, and the comprehension of the terminology and thought processes related to the subject. The responses to these questions are 97.4%, 89.7%, and 92.3 percent, respectively. In comparison to the average answer rate for this section of the scale, the facet "constructing a know ledge of the language" had more responses (61.5 percent).

Table 4: Student Engagement With the Curriculum (Responses in %)

S. No.	Item	SD	D	N	A	SA	Total
1	Teacher makes this subject interesting for me		2.6	2.6	56.4	38.5	100
2	Teacher makes learning this subject satisfying and stimulating			7.7	56.4	35.9	100
3	Teacher makes this subject come alive in the classroom		2.6	5.1	69.2	23.1	100
4	Compared with all other teachers, this teacher that I have had is the best			15.4	43.6	41	100
	Average score of the Area		1.3	7.7	56.4	34.6	100

Student involvement with the curriculum has an average response percentage of 91 percent. The highest score, 69.2, was given for "bringing the subject to life in the classroom."

Table 5: Relationship Between Subject and Real World (Responses in %)

S. No.	Item	SD	D	N	A	SA	Total
1	Teacher helps the class to understand how this subject relates to the real world				66.7	33.3	100
2	Teacher helps us to make the links between the different topics of this subject and other aspects of our lives			7.7	61.5	30.8	100
3	Teacher prepares us for professional life by helping us to see how important this subject will be to our careers and to everyday life.				56.4	43.6	100
4	Teacher helps us to realize that this subject is continuously evolving and growing to make sense of the world		2.6	7.7	56.4	33.3	100
	Average score of the Area		0.65	3.85	60.25	35.25	100

The student response in this area is 95.5 percent, with the component "connecting the subject to real world" receiving the greatest percentage at 66.7 percent.

DISCUSSIONS

The replies from the students demonstrate four of the seven qualities of accomplished teaching. One of the writers achieved the behaviors – the ability to think and reason, place a high value, purpose of each lesson, and understanding of the language and processes – through the teaching of Philosophical Perspectives of Education. The most popular comment was for "knowing the language and processes" among these. 95.5 percent of respondents overall responded positively to the question on the connection between the subject and the real world. With 92.8 percent, "commitment to kids and their learning" comes next.

CONCLUSIONS

- According to the study, the teacher has attained the following traits:
- Connecting the topic to the actual world
- Ensuring that each lesson has a purpose
- Enhancing one's capacity for thought and reasoning
- Establishing a high value on the topic, and
- Assisting in the development of a comprehension of the language and procedures.

REFERENCES

1. Hattie J, 2012. *Visible Learning for Teachers: Maximizing Impact on Learning*. Routledge, London. P. 274 –275.
2. Ingvarson, L.C. (2001) *Developing standards and assessments for accomplished teaching: A comparison of recent reforms in the USA and the UK*. In D. Middlewood and C. Cardno (eds.), *Developments in Teacher Appraisal*. London: Routledge.
3. <https://portfolio.acer.org/framework> accessed on 29 June 2022.

4. Milton D. Hakel, Judith Anderson Koenig, and Stuart W. Elliott (2008). *Assessing Accomplished Teaching: Advanced-Level Certification Programs* Committee on Evaluation of Teacher Certification by the National Board for Professional Teaching Standards, National Research
5. Council <https://nap.nationalacademies.org/catalog/12224/assessing-accomplished-teaching-advanced-level-certification-programs> accessed on 29 June 2022.
6. Oluikpe, E., and N. Nwodo. "Nigerian English teachers' awareness of the basic tenets of EIL and implications for teacher education." *International Journal of Humanities and Social Sciences (IJHSS)* 3.3 (2014): 9-22.