

EVALUATION OF LEARNING ACTIVITIES IN HIGHER EDUCATION

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ABSTRACT_ *Student engagement is considered an important element for teaching and learning in a classroom, without proper engagement of the learners objectives of the course were not achieved. The present study was conducted to analyze the glance of educational philosophies in students engagement. Quantitative research methodology was followed to carry out the research. Survey research was used to seeks the opinion of higher education students enrolled in 2017. All university students were the population of the study. The sample of 300 students was drawn from the University of Sargodha, University of Lahore Main campus, University of Education (Johrabad Campus) from social sciences department. Data were analyzed through SPSS. Results showed that university students were more engaged in prenielism and progressivisms philosophies.*

KEY WORDS: *Learning activities, Engagement, Philosophy.*

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I. INTRODUCTION

Philosophical Engagement

Engagement is defined as being involved or being committed to something. Engagement is included in policy decision making. Concept of engagement is so complicated to conceptualized [1]. Engagement requires and leads to enhanced vigor, dedication and absorption. Engagement is an intrapersonal, interpersonal and social process. Engagement is configuration by powers [2].

Arnstein (1969) gave the famous idea of ladder. Ladders of engagement are complicated, because techniques involved are not distinctly discriminated from the relationship they serve. Later the idea of “managerialised” came into being Bishop and Davis [3]. Engagement raises questions of power Edwards [4]. “Consultation” can be equated with a two-way exchange of information and “partnering” can be used to describe closer forms of involvement. Consultation is the heart of all types of engagement. The question of participation in engagement is so important that who will participate. Engagement is a short-term process and outcomes and needs continuous nurturing in all persons Pross [5]. The community can demand engagement while agencies within the government might not able on inclusion. The term “stakeholder engagement” narrates initiatives more actively.

Teaching and learning Philosophy

According to Dolan and Collins “active learning starts when the instructor is lethargic and the students are busy fully to accomplish learning objectives”. Researchers have crystal opinion that active learning activities enhance students’ performance in different subjects [6].

Borrow [7] defined Problem-Based Learning as “problem-based learning emphasizes on experimental learning and solution of meaningful problems”. According to Hmelo-Silver, Duncan & Chinn [8] “problem-based learning assists students to learn content and skills conjointly busy in solving the problems”. Biggs [9] mentioned “the learning of students is deep when they understand what import by the words”. Lyman [10] described the Think Pair Share as a method in which a question is put forward to students, they are given some time to think and then they start sharing their thought with nearby student”

A philosopher in the classroom

This article is primarily pronounces the Elliot’s an adjacent relationship between curriculum and philosophy of education. This article has been inscribed in this context: basis of philosophy in action research. This article investigates these two extents carefully with special reference to Elliot’s own writing. Elliot [11] revealed that “philosophical consideration changes commencements of culmination in such a way that it changes in disposition has been made good the practices. Hence one cannot makesuperior selfdependently the approach of action research. The author conferred both extents thoroughly. Philosophy of Action Research is defined in these following extents

(1)The epistemology of action research

(2)The sociological basis of in action research

(3) Ethics of action research

Elliot scrabbles that teaching capability can be learned by the experiences Elliot[11]. Macular comments on diverse and important value of action research is that it has a exceptional epistemological status to experience with legitimacy Maclure [12]. Dewey explained “the child is actively engage in learning when he considers his own question” Dewey [13]. Dewey explained action research as “the type of observation that sustained and imports, when there is need to analyze current practices in the classroom. The fluctuation was implication inaction research Dewey [14]. Eisner debated that excellence of human experience and its creativity in the classroom is based on the type of activities in which teacher engage the mind of his/her learners Eisner [15]. The social philosophy of action research associates action research with participatory democracy Howe [16]. Clement expounds type of research for the solution of current problems as a type of expressed by yourself so as to expand the shrewdness with impartiality in the practice of education Clement[17]. Elliot [18] confers the skirmish between value of critical directness and respect for teacher. The research for the solution of current problems is indeed a process engaged in for the persistence of realizing the preferences for training. Clarke [19] claims that teacher should be fortified with refined competence. Winter declared action research as an consciousness of educational standards [20].

The aspects of philosophy either with intention or either without intention were being followed in the engagement of the learners. Learners engagement in different activities during different courses and programs was analyzed in term of four educational philosophies. “Action research” is a major source to conduct evaluation of students engagement with special reference to philosophy.

Objectives:

1. To evaluate the prenilism philosophy in engagement of University students.
2. To assess the Essentialism philosophy in engagement of University students.
3. To assess the deconstructionism philosophy in engagement of University students..
4. To assess the progressivism philosophy in engagement of University students.

The finding of the study would assist university teachers to engage learners in the classroom with special reference to different educational philosophies.

II. METHODOLOGY

Population of the study was all the students of universities. The sample of 300 university students was drawn but only 273 questionnaires were returned. An Instrument was developed to analyze the philosophical engagement. Four educational philosophies were followed to analyze the engagement of university students. Data collection was made personal visit of university of Sargodha and University of Lahore (Main campus Sargodha) but from university of education Jauhrabad campus data was collected through help of references. Data was analyzed by following descriptive statistics.

III. RESULTS

Table 1
Philosophical engagement in the classroom activities

| No. | Philosophical engagement in the classroom activities | SD 1 | D 2 | N 3 | A 4 | SA 5 |
|-----|--|---------|--------|--------|--------|---------|
| 1 | I like isolated learning. | 64% | 32% | 53% | 70% | 54% |
| 2 | I like to make my assignments by using good books. | 8% | 22% | 52% | 108% | 83% |
| 3 | During presentations on different topics I will describe my topic theoretically . | 22% | 45% | 52% | 106% | 48% |
| 4 | I am not interested in Role playing activities in the classroom. | 46% | 72% | 56% | 56% | 43% |
| 5 | My passion to learn theoretical knowledge. | 17% | 38% | 69% | 93% | 55% |
| 6 | My focus in learning on traditional methodologies. | 19% | 32% | 96% | 87% | 39% |
| 7 | I like to follow teacher centered methodology during teaching. | 19% | 36% | 77% | 90% | 50% |
| 8 | Students must be taught all essential things. | 14% | 21% | 48% | 95% | 95% |
| 9 | Teaching and learning facilitate learner to become useful member of the society. | 12% | 26% | 49% | 80% | 106% |
| 8 | Involvement of all student was more in learning activities in our class room. | 8% | 30% | 60% | 111% | 63% |
| 10 | A few learning activities were compulsory for both male and female students. | 17% | 26% | 61% | 104% | 64% |
| 12 | This specialization helped both male and female students to develop professionalism. | 15% | 17% | 69% | 95% | 76% |
| 13 | Our teacher focus on individual students during learning. | 36% | 38% | 68% | 78% | 53% |
| 14 | I like to learn through discussion method. | 8% | 24% | 52% | 89% | 99% |
| 15 | I did not like to learn in classroom activities. | 52% | 50% | 53% | 68% | 49% |
| 16 | I like to relearn my topic for knowledge. | 12% | 29% | 60% | 79% | 92% |
| 17 | In classroom contents relearning leads towards permanency. | 7% | 29% | 80% | 96% | 60% |
| 18 | I feel greater change in learning through active learning. | 9% | 25% | 52% | 98% | 89% |
| 19 | Our classroom gives us innovative knowledge. | 12% | 20% | 66% | 88% | 87% |

Table 1: Depict the inpreialism perspective statement "I like isolated learning" 70% shows that they agreed but cumulative responses on disagree cannot be ignored . On response "I like to make my assignments by using good books" 108% students agreed that they like to engage themselves during writing assignment follow books. Hence on disagreed the responses were low so university students even though much e-sources progress like to read books and make their assignments. The statement on "During presentations on different topics I will describe my topic theoretically" 106% students agreed that they like to engage themselves in theoretically description of the phenomenon. The fourth statement on "I am not interested in Role playing activities in the classroom" shows responses 72% agreed and interesting response on this statement that the percentage of response is 56% on neutral and disagreeing with the statement. The response of the university students on the "My passion to learn theoretical knowledge" The responses in essentialists context shows that 93% were agree with the statement. Again on the essentialists philosophical engagement perspectives "my focus in learning on traditional methodologies" 96% responses were made on neutral hence we can say that learners wants to follow progressivisms' perspectives than essentialists perspectives of philosophy. On response of engagement in methodology of essentialists "I like to follow teacher centered methodology during teaching" 90% were agreed to follow teacher centered philosophies but students responses on disagreeing cannot be ignored. "Students must be taught all essential things" The responses on agreeing were high 95% on agree and strongly agree responses were made. Progressivisms perspectives statement shows 106% were strongly agree with the statement on "Teaching and learning facilitate learner to become useful member of the society". The statement "A few learning activities were compulsory for both male and female students" 104 % were agree with and responses were low on the other sides. The philosophical engagement perception on the statement "This specialization helped both male and female students to develop professionalism" shows that responses on agree

were 95% but neutral responses 65% shows that activities are not design to develop professionalism. By focusing on progressivism philosophical engagement responses on the statement "Our teacher focus on individual students during learning" 78% were agreed and 68% made responses on neutral so teacher must focus on each learners. On "I like to learn through discussion method" 90% of total made response on agree and like progressivisms 'perspectives in engagement of the learners. Question "I did not like to learn in classroom activities" shows that learners likes to engage in classroom activities 68% agree and cumulative response on disagree are 100%. The statement "I like to relearn my topic for knowledge" 92% were agreed. "In classroom contents relearning leads towards permanency" in 96% agree responses and responses on neutral and disagree were not ignored. Progressivism philosophical engagement question "I feel greater change in learning through active learning" shows that 98% were agreed. on statement "Our classroom gives us innovative knowledge" 88% responses were made on agree and strongly agree. Hence it can be concluded that university students are engage in philosophical aspects but are more engage in preialists and progressivist philosophies as compared to essentialists and reconstructions.

I. CONCLUSION

Elliot [11], Howe [16] and Clement [17] studies concludes that Philosophical purposeful activities must be measured through action research. As our study concludes that higher education students were more engage in preialists perspectives and progressivists perspectives. University students liketo engage in philosophies that helps them in developing theoretical and practical activities.

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