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The Best Practice in Higher Education

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Abstract

The major challenges to the educators still face today in designing effective courses are including interactivity. One of the ways this challenge has been addressed is through the use of technology. The paper discusses some of the best practices for teaching in a classroom. The practices are categorized in different topics on how instructors who teach using synchronous virtual classrooms can make it more effective. These method shown results to superior those achieved with other means, and that is used as a benchmark. It improves the student for their better understand of the text. The students should realize their role and responsibility. The practices are helpful to bring benchmark among the students.

Key Words : Best Practices- Self assessment- 7 Principles- Activity- Expectations –Cooperation- Interaction- Diversity- Responsibility- Pedagogy- environment.

Best practice is a method or technique that has consistently shown results superior to those achieved with other means, and that is used as a benchmark. In addition, a best practice can evolve to become better as improvements are discovered. It is considered by some as a business buzzword, used to describe the process of developing and following a standard way of doing things that multiple organizations can use.

Best practices are used to maintain quality as an alternative to mandatory legislated standards and can be based on self-assessment. It is a feature of accredited management standards. Some consulting firms specialize in the area of best practice and offer pre-made templates to standardize business process documentation. Sometimes a best practice is not applicable or is inappropriate for a particular organization. The ability to balance the unique qualities of an organization with the practices that it has in common with others.

Apathetic students, illiterate graduates, incompetent teaching, impersonal campuses are also rolls the drumfire of criticism of higher education. More than two years of reports have spelled out the problems. States have been quick to respond by holding out carrots and beating with sticks. To improve undergraduate education without the commitment and action of students and faculty members needs best practices in education. There are seven principles based on research on good teaching and learning in colleges and universities. Good practice in undergraduate education:

- I. Encourages contact between students and faculty,
- II. Develops reciprocity and cooperation among students,
- III. Encourages active learning,
- IV. Gives prompt feedback,
- V. Emphasizes time on task,
- VI. Communicates high expectations and
- VII. Respects diverse talents and ways of learning.

These seven principles are not Ten Commandments shrunk to a 20th century attention span. They are intended as guidelines for faculty members, students and administrators with support from state agencies and trustees to improve teaching and learning. These principles seem like good common sense, and they are because many teachers and students have experienced them and because research supports them. They rest on 50 years of research on the way teachers teach and students learn how students work and play with one another, and how students and faculty talk to each other. While each

practice can stand alone on its own, when all are present their effects multiply. Together they employ six powerful forces in education there are : Activity, Expectations, Cooperation, Interaction, Diversity and Responsibility.

Good practices hold as much meaning for professional programs as for the liberal arts. They work for many different kinds of student like rich, poor, older, younger, male, female, well-prepared and under prepared. But the ways different institutions implement good practice depend very much on their students and their circumstances. It describes several different approaches to good practice that have been used in different kinds of settings in the last few years. In addition, the powerful implications of these principles for the way states fund and govern higher education and for the way institutions are run are discussed briefly at the end.

As faculty members, academic administrators, and student personnel staff, we have spent most of our working lives trying to understand our students, our institutions and ourselves. The research on higher education with dedicated to a wide range of schools in this country. With the implications of this research for practice, it will help us to do better. It is noted that how the teacher's understand the subject-matter what, of good practice in undergraduate education. The teacher recognizes that content and pedagogy interact in complex ways. The teacher should also aware that there is much healthy ferment within and among the disciplines. What is taught is at least as important as how it is taught. In contrast to the long history of research in teaching and learning, there is little research on the college curriculum. The teacher should make responsible recommendations about the content of good undergraduate education. That work is yet to be done. An undergraduate education should prepare students to understand and deal intelligently with modern life.

Seven principles of good practice are firstly, it encourages contact between student and faculty, secondly, it develops reciprocity and cooperation among students, thirdly it encourages Active Learning, fourthly it gives Prompt Feedback, fifth it emphasizes time on task, sixth it communicates high expectations and seventh respects diverse talents and ways of learning.

Among the best practices first encourages contact between students and faculty. Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing

a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

The practice develops reciprocity and cooperation among students. Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions sharpens thinking and deepens understanding. In third it encourages the active learning. Learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves.

It gives prompt feedback about the curriculum, students and the facilitator. Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. When getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

The best practices emphasize time on task. Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis of high performance for all. It Communicates High Expectations more and the students will get more. High expectations are important for everyone for the poorly prepared, for those unwilling to exert themselves, and for the bright and well-motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations for them and make extra efforts.

It respects diverse talents and ways of learning. There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory.

Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learn in new ways that do not come so easily.

Teachers and students hold the main responsibility for improving undergraduate education. But they need a lot of help. College and university leaders, state and federal officials, and accrediting associations have the power to shape an environment that is favorable to good practice in higher education. What qualities must the class environment have?

- A strong sense of shared purposes.
- Concrete support from administrators and faculty leaders for those purposes.
- Adequate funding appropriate for the purposes.
- Policies and procedures consistent with the purposes.
- Continuing examination of how well the purposes are being achieved.

There is good evidence that such an environment can be created. When this happens, faculty members and administrators think of themselves as educators. Adequate resources are put into creating opportunities for faculty members, administrators, and students to celebrate and reflect on their shared purposes. Faculty members receive support and release time for appropriate professional development activities. Criteria for hiring and promoting faculty members, administrators, and staff support the institution's purposes. Advising is considered important. Departments, programs, and classes are small enough to allow faculty members and students to have a sense of community, to experience the value of their contributions, and to confront the consequences of their failures.

These sources of support and influence can encourage environments for good practice in undergraduate education by:

- Setting policies that are consistent with good practice in undergraduate education,
- Holding high expectations for institutional performance,
- Keeping bureaucratic regulations to a minimum that is compatible with public accountability,
- Allocating adequate funds for new undergraduate programs and the professional development of faculty members, administrators, and staff,
- Encouraging employment of under-represented groups among administrators, faculty members, and student services professionals and

- Providing the support for programs, facilities, and financial aid necessary for good practice in undergraduate education.

Thus, the paper emphasize the States, the federal government and accrediting associations affect the kind of environment that can develop on campuses in a variety of ways. The most important is through the allocation of financial support. States also influence good practice by encouraging sound planning, setting priorities, mandating standards, and reviewing and approving programs. Regional and professional accrediting associations require self-study and peer review in making judgments about programs and institutions. Institutions should follow the practice to enhance the knowledge of the students. They should realize their role and responsibility. The above mentioned practices are helpful to bring benchmark among the students.

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