

# A Comparative Study of Traditional and Modern Techniques on Student Learning

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**Abstract:** This paper presents a comparative study between Traditional and modern learning. Traditional learning involves a physical place where students and teacher can interact whereas modern learning is pursued in an e-space where a server and internet browsing interface is to be there. Due to a constant trend of growing student numbers across the world traditional learning will be expensive. The reason behind is the physical engagement of a teacher in this method which involves payment to the teacher for his service and other required support assets. Modern learning can be a method which can ensure reduced cost while enhancing the outcome in the learning system. Classroom education may not always succeed for online learning, when the instructor is not around which need to stimulate motivation and continual learning progress. Whether a particular education system is of high or low quality can be judged in terms of input, output and process. Until recently, however, much discussion of educational quality is centered on only system inputs in terms of the provision of teachers, teaching materials and other facilities, and on output in terms of students' achievement. However, due to financial constraints, the government has realized that improving the quality of education through improved input is more difficult. Thus, the government chooses to improve quality of education by improving the teaching-learning process, which it assumed as cost-effective. The main objective of this article is to focus on the analysis of teaching techniques, ranging from the use of the blackboard and chalk in old traditional classes, using slides and overhead projectors and use of presentation software, to the video, electronic board and network resources now days.

**Keywords:** Education, Evolution, Teaching Techniques

## 1. What is Education?

*"The goal of education is the advancement of knowledge and the dissemination of truth"*  
-John Fitzgerald Kennedy

To facilitate the kind of cultural shift that it needed to move us towards a sustainable and ecologically sound future that is underpinned by cooperation and equality, we need to re-evaluate and re-learn different ways of how we work within the world and how we interact and relate to it and each other. In order to achieve any of this, we need to educate ourselves and each other as we explore and experiment our way into a possible future. Education is serving to form something and particularly something that will have a long lasting effect on the persons mind and faculties. The most obvious example of this is the ability to understand and use language and mathematics a skill which is then utilized throughout an individual's life. Education is a continuous process which aimed the all round development and knowledge. It is a process of facilitating learning and helps in developing human values and acquisition of the knowledge, which in turn give new ideas and experiences to children and adults. It helps in making an individual civilized, cultured, educated and being a perfect human being.

Mahatma Gandhi explained that Education means an all-round drawing out of the best in the child-body, mind and spirit. Stress should be laid on principles of co-operative activity, planning, accuracy and individual responsibility in learning. Role of teacher had always been very important and active right away from ancient world till today in modern civilization. Education in ancient India had a deep impact in uplifting and improves fellow and its overall

growth. There are many objectives towards education and improving fellow and its overall growth. There are many objectives towards education like Self-control, development of character, generation of sociability or social awareness, integral development of personality, propagation of purity and preservation of knowledge and culture.

## 2. Review of Literature

In view of the importance of the subject many scholars have examined it classroom management theories, practices and strategies from different angles. Some of the important studies have been reviewed in the literature review to through light on some issues.

**Allen (1986)** personates an alternative viewpoint on classroom management. His findings determine that the teacher's visible expression of his or her academic and behavioral expectations of students and preparation of a co-operative classroom surrounding for students to achieve their classroom goals were recognized. He also pointed out that a classroom to foster the development of co-operative student-teacher and student-student learning activities is a classroom in which students enjoy the classroom managed in a controlled and disciplined manner to concentrate on learning as an individual.

**Noerrlinger (1987)** the researcher determined a study to investigate student feedback on teacher effectiveness and those elements, which might influence student feedback on a sample of 19 principals, 76 teachers and 1500 student. The Result measured that elementary students can be dependable source of information on teacher effectiveness. The students agreed with the principles and ratio the more teachers way higher than the less effective teachers on essential interest,

classroom management, presentation, pilot usage and independent interactions were found between students' audio feedback on teachers effectiveness and the teacher's age, sex, experience level, ethnic origin and educational level.

**Kassem (1992)** the study examined various teaching techniques. It involve teacher's activities in high-class to involve students in the subject material, and need that students participating in learning activities, divide equally with other learners, and react to the learning experience. The teacher also needs to work with students as a friend, make the learning place more comfortable, organize his/her lesson plans, and influence students by using distinct teaching methods. The teaching goals must be prepare to the needs and benefit of learners while teaching strategies should be carefully used to better learning and make the subject matter beneficial.

**Martin and Baldwin (1994)** refers to that the results may imply that beginner teachers' own experiences as students may influence their perceptions of classroom management more than their experiences in pre-service school programs. More expert teachers may have moderate their practices and beliefs to correspond to specific education realities and ability well-informed on the job.

**Allison (1999)** improved an in-service training workshop on behavior management in the high school setting. The participants were five teachers with students who display challenging behavior. The education program me covered punishment and the Individuals with disabilities, Education Act, characteristics of kids with behavioral and emotional difficulties, behavior management strategies and data collection methods. Teachers fulfill behavior interventions more consistently and spent less time on discipline and more time on teaching than before the works.

**Froyen & Iverson (1999)** the researcher focused that classroom discipline is the ultimate responsibility of a teacher. Classroom management practice and style helps in changing thought process of the students towards learning. Furthermore study also focus on the role of the students, their behavioral patterns, their choices, and the overall targets of life and view about the school. It was observed that strong and consistent management and organizational skills leads to fewer classroom discipline problems.

**Niebuhr & Niebuhr (1999)** examine two hundred and forty one ninth class participants to discuss student-teacher relationships and their relation to student scholarly accomplishment. Their results show that student-teacher relationships are of respective importance, and as stated in the results, "Part of the necessary quality condition in the classroom is that as teachers allow their students to know them and, hopefully, similar those, the students will work harder, thus growing their opportunities for success. For teachers to compose a climate that admit students to get to know them, they must control characteristics that are homogametic with warmth, caring, and training.

**Martin and Sohoho (2000)** hypothesized that age could explanation for differences in beliefs regarding classroom management style. They found that traditionally certified

teachers and additional certification program participants scored more interventionist than student teachers on both subscales used. Martin and Sohoho found that as teacher's age, their beliefs and attitudes toward classroom management get more controlling; they suppose that most of the older subjects were also likely to be parents. They consider whether or not it is teaching experience or life experience that reasons this difference in the teachers' attitude. Martin and Sohoho also wonder if teachers who are parents approach their classrooms differently from those who are not parents.

**Weinstein, Curran and Tomlinson-Clarke (2003)** the final goal of classroom management is not to fulfill performance or guide, but to provide all students with equitable opportunities for learning. The beginning of culturally responsible classroom management that includes five necessary components such as acknowledgment of one's own ethnocentrism, knowledge of student' backgrounds, understanding of the broader social, economic and public firm, efficiency and willingness to use culturally appropriate management strategies and warranty to building watchfulness classrooms.

**Wong & Wong (2005)** suggested that an energetic classroom management style consists of composed surrounding and attitude towards the students that is task oriented, predictable, and consistent. In a world that is continually shifting away from a one size suitable all approach to education in grace of individualized standards of guidance and work, we as educators find ourselves faced with the duty of contribute consistency in an surrounding that requires us to guide people with different needs and problems in a multitude of ways.

**Reese (2007)** maintains that top among four C's of successful classroom management, Commendation act a nuclear role strengthening the suitable behavior in class. In classrooms where making indirect illustrate is frowned upon, more positive approaches can lead to actual results. It was further suggested that positive reinforcement and looking for the good in students can change the attitude of a student from disobedient forms of study seeking behavior to more productive forms of attention seeking behavior.

**Evrin et.al., (2009)** the researcher tried to focus on the belief system of the teachers in Turkey on classroom management practices. Also study intended to focus on similarities and differences between the beliefs and actual and teaching practices. It was observed that Classroom management is one of the primary areas of concern expressed by teachers and every teacher have its own belief system where they have their own personal approach towards classroom management.

**Zuhair (2013)** the researcher tried to identify certain set of problems related to classroom management practices among teacher students training at Hashemite. It was observed that there were no significant differences between the problems and other variables like gender and academic performance. It was also concluded that problematic class behavior is one of the reason of stress among the teachers (new as well as experienced).

**Ayodele et.al., (2015)** the author tried to focus on the behavioral disorder and physical environment with senior secondary school levels. The researcher concluded that regular interaction at adolescence age leads to positive behavior and attitude towards their lives. Also it was reported that the behavioral disorder among children is not visible instantly rather than they are visible over a period of time i.e., age do not influence disorders in behavior manifested by teenage learner.

### 3. Teaching Methods

Teaching method is a tool to deliver the education effectively to the participants. A teaching method comprises the principles and methods used for instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, or combinations of these. The choice of teaching method or methods to be used depends largely on the information or skill that is being taught, and it may also be influenced by the aptitude and enthusiasm of the students. Traditional teaching is used in the educational institutions in most part of our country. In this way, teachers illustrate the concept of the lesson through the help of a chalk and a blackboard, or through the use of aid materials like lessons written on a paper. There are three main types of methods used in traditional education are as follows:

#### Lectures and Direct Instruction

Traditional teaching is classroom-based and consists of lectures and direct instructions conducted by the teacher. This teacher-centered method emphasizes learning through the teacher's guidance at all times. Students are expected to listen to lectures and learn from them.

#### Seatwork

Tests are the most significant indicator of student performance and degree of learning. Students who belong in the same class sit down and take a single set of examinations, which they should pass. Most of the examinations are taken from fundamental resources, such as textbooks and other publications that are relevant to the subject.

#### Listening and Observation

Teachers talk to the students about the subject matter and expect them to learn everything through the lectures held in the classroom. The traditional methods shouldered too much responsibility because teachers will make sure that everything they taught were clearly understood by the students. Thus, it is indeed a good method where there is efficient communication between the teacher and the students. There is also a controlled environment where the teacher would teach lessons on the blackboard, discussed the topic, asks students to copy the lessons on their notebook and made sure students paid attention on every topic that were discussed. It is indeed; interactive, motivating, accessible and organized.

### 4. Modern Teaching Styles

From the last decade the use of high tech equipment in the educational institutions is increased with a rapid rate. Now there are lots of modern gadgets which can be used for improving the teaching in the classroom. Here is the list of most **popular equipment which can be used in modern teaching-**

#### Use of computers or laptops with Wi-Fi connection in the classroom

This is the most important tool of modern teaching methods. Teacher demonstrates the subject on his laptop/computer which is connected to the laptops/computers of the students through Wi-Fi connection. This type of teaching is seen mostly in the higher education institutions which have good infrastructure.

#### Use of LCD projector in the classroom

Use of LCD screens in the educational institutions is becoming very common nowadays. Teacher prepares the power point slides and which are displayed on the LCD screen with the help of a projector. The projector can also be connected to a laptop/computer for displaying the relevant videos of the subject on the projector.

#### Use of interactive whiteboards in the classroom

Whiteboards are very interactive and provides the touch control of the computer applications. On whiteboard a teacher or student can draw, write or manipulate images so providing a very interactive and interesting platform. The main advantage of whiteboards is that it can show anything on it which can be seen on the computer.

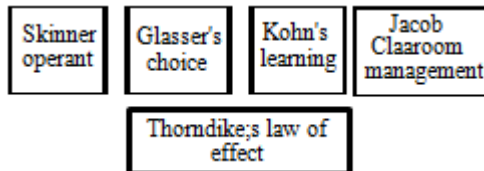
### 5. Classroom Management

Classroom management means 'To manage the group of pupils' in the class. It refers the Variety of ability and techniques that teachers interest to keep students systematic watchful and aware during a class. A excellent teacher serve many services in classroom-a teacher, a friend, a guide and observer etc. but the most general role of a teacher plays in the classroom is to teach knowledge to children. Teacher student's relationships are important for the success of both of in classroom. The teacher manages some intrinsic activities like discipline, teaching, learning, direction etc. That teacher has to show heedfulness, honesty, research orientation, but in present time's classroom management is very difficult task in schools. In traditional times, students do not have the opportunity of verbalized their thoughts. The teachers used some methods for teaching lectures and immediate instructions, seat work, listening and observation. Therefore, Classroom management is a term that teachers use to describe the procedure of ensuring that classroom exercise run smoothly despite bursting behavior by students.

#### Classroom Management Theories

Classroom Management practices based on some theories. B.F.Skinner's operant theory Glasser's choice theory, Kohn's student directed learning theory, Jacob Kaunin's classroom management, and Edward Thorndike's law of effect theory.





### Skinner's operant conditioning theory (1960)

B.F. Skinner's contribution to learning theory can't be overstated. The work is based upon the idea that learning is an activity of change in overt behavior. According to Skinner, changes in behavior are a result of individuals' responses to events, or stimuli that occur in their environment. When a stimulus-response (S-R) pattern is rewarded, the individual is surrounded to respond likewise in the future. The key to Skinner's theory is reinforcement, or anything that encourages the desired response. This could include praise, good grades, a reward or even a feeling of fulfillment. Of course, negative reinforcement occurs when a stimulus results in increased response when it is withdrawn. The central position of Skinner's work is that positively reinforced behavior will reoccur. Skinner's work in operant conditioning has been integrated into both classroom management and instructional development.

### Glasser's choice theory (1960)

William Glasser makes the term "Choice theory" in 1998. In general, this theory states that all we do is conduct. Glasser refers to that almost all behavior is chosen, and we are driven by genetics to satisfy five fundamental needs: survival, kindness and family, spirit, freedom and fun. In choice theory, the most momentous necessity is love and belonging because connectedness with others is needed as a basis in satisfying all other needs. Glasser's theory not only helps in guiding students in knowing their work and being obedient which influence them in a positive way. According to this theory, teachers can achieve this through developing actual relationships with students and composed active, relevant learning experiences that empower students to demonstrate mastery and success. Furthermore, when it comes to developing lessons, teachers who practice choice theory work to make sure that pupil classroom activities are designed to satisfy the students' needs. This allows learning to increase while diminishing disruption. Students are able to connect, experience a sense of competence and power, have some liberty, and enjoy themselves in a safe, secure environment.

### Jacob Kaunin Classroom Management Theory (1970)

A teacher needs to incorporate all of the aspects of Kounin's philosophy in their teaching practice. This signifies that overlapping, smoothness, energy, and group focus all must combine together to form an adapted whole. This could be fulfilled through teachers having at least a week's exercise ahead of time in order for them to be sure that lesson fluidity occurs. The "with-it-ness" that comes with being an effective teacher is most often the result of planning and keeping students on task. This takes a specific skill to publish potentially distracting situations in which teachers need to bring students back to the task at hand. In showing students the connections between one subject to the next, using previous wordbooks to provide students for scholarship new wordbooks, a teacher will show overlapping. This

overlapping ties into the energy aspect. Students that feel they are learning will make connections between old and new material. This confidence will allow them to contribute to the energy of the classroom. The group focus aspect in the high school setting really takes a ready attention to detail. Keeping high school students on task and not imagination about tomorrow night's football game is a skill that is essential to forward learning. A teacher necessarily has to be able to spot check for students not paying attention and rapidly encounter them back into the subject, while holding the rest of the class' attention. This can be done through exciting announcements, demonstrations, or by exchanging the atmosphere of learning.

### Kohn's Student Directed Learning Theory (2006)

Alfie Kohn's work criticizes many aspects of traditional training, namely the use of competition or visible factors as motivation. Kohn maintains that societies based on extrinsic motivation always become inefficient over time. He questions the hierarchical formation at work in mainstream education. Positions of authorization are "unnaturally deficient," and such systems appropriate that all people have a competitive nature. He argues that positive enforcement only encourages students to seek out more positive enforcement, rather than truly learn. Kohn believes that the ideal classroom emphasizes curiosity and cooperation above all, and that the pupil's accuracy should decide what is taught. The theory encourages and reminds educators of the importance of teaching students to manage their feelings and provide practical strategies to compose and maintain a daily climate that will help each student find positive ways to handle connected, valued, and specific in the classroom. He also stresses the importance of improving relationships with students with difficulties by teaching those strategies that are special, user-friendly, and practical.

### Edward Thorndike's Law of Effect Theory

Edward Thorndike was the first psychologist to essentially study the consequences of behavior back in the late 1800s. Thorndike's research started due to his interest in intelligence and different types of intelligence, such as whether we are skillful at doing multiple works simultaneously. He started his research with a sequence of excellent experiments in which he tested how speedily animals, such as cats, could adjust their behavior in order to achieve positive consequences and avoid indirect consequences. Thorndike used puzzle boxes that cats had to escape to study the consequences of behavior. Puzzle Boxes Thorndike created puzzle boxes. Cats would be put inside the puzzle boxes, and they would have to outline a series of behaviors to escape the box, such as pushing their paw on a lever, cutting a string with their teeth or swishing their tail to open a door. In addition to simply evading the box due to these behaviors, the cats were further required with a dish of food. The cats were put inside the same puzzle box several times, and each time, Thorndike measured how rapidly they did the sequence of behaviors needed to avoid. From this research, Thorndike learned that even though the cats probably did a particular behavior casually the first time, if that casual behavior got compensated, they were more likely to do it again the next time they were put in that box. Thorndike said that the behavior had been strengthened, or

made stronger, due to the reward of escaping the box and getting food.

Thorndike's Law of Effect states that responses that generate a desired effect are more likely to appear again whereas responses that produce a bad effect are less likely to appear again. The terms 'desired effect' and 'bad effect' finally became known as 'reinforces' and 'punishers'. Thorndike's contributions to the Behavioral Psychology Society are seen through his influences in the classroom, with a particular focus on appraise and ignoring behaviors. Praise is used in the classroom to encourage and support the event of a desired behavior. When used in the classroom, praise has been shown to increase accurate responses and appropriate behavior. Planned ignoring is used to decrease, weaken, or eliminate the event of a target behavior. Planned ignoring is established by removing the reinforce that is maintaining the behavior. For example, when the teacher does not pay attention to a complain behavior of a student, it assign the student to realize that complain will not succeed in gaining the attention of the teacher.

## 6. Conclusion

The study can conclude by saying that both teaching aids multimedia and blackboard is important for language learning in class. The form and using method of the teaching aids is completely different from each other. Based on the study, modern day teaching aids „multimedia“ is considered as fun, colorful, engaging, motivating, attention grabbing for the language class. On the other hand, traditional teaching aid blackboard is taken as less fun to look at, doesn't encourage participating in the class activity, and makes students uninterested towards language class. However, learners have appreciated the need of blackboard as it has been the first and foremost support for teaching any classroom but they do not prefer the traditional teaching aid for learning language now a day. Among the two teaching aids, multimedia is considered most fundamental, preferred and popular to the language learners. Learners find modern teaching aid better fitted as it contains modern tools that make students interested, engage with the lesson, and encourage participating in class. It can take the learning experience to a new level that can make learning fun and exciting for the language learners.

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