STUDENT LEARNING – THE ‘PROCESSING’ ATTRIBUTES

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ABSTRACT

Institutions claim quality education due to their teachers and best practices. This is what makes students successful which is measured in terms of student achievement. Interventions with proper mind frames of teachers, cooperative planning of teaching learning activities along with students, adaptable nature of teacher expertise, and receiving feedback are a few attributes for quality student learning. Nurturing of these qualities is a prime concern of every teacher, parent and institution. Author delves into these aspects where the learning is visible and highlights the processing attributes of student learning.

KEYWORDS: *Student learning, Visible learning, Learning intentions, Feedback*

Received: Nov 08, 2020; **Accepted:** Nov 28, 2020; **Published:** Jan 22, 2021; **Paper Id.:** IJESRDEC20206

INTRODUCTION

Some institutions have acclaim of providing quality education while others struggle to enrol students. We often see a technician or user ask for a computer or laptop with Intel processor despite being expensive than its competitive brands. It is assumed that the label indicating the core attributes refer to quality of the product. Similarly, schools have software and hardware, but quality assurance is missing. So, a study is undertaken to understand what makes student learning.

Students would like to have teacher to listen to their views, teach the concept interestingly at their own pace giving many illustrations which would enable them to understand and apply in new situations. They want their assignments to be simple so as to gain insights.

Programs such as flipped learning, brainstorming, mini lessons and others make a difference to student learning. Every program will be effective if it purports to ‘enhance achievement’. The high-level principles or attributes of student learning consists of ‘Mind frames of teachers’, ‘critical planning’, ‘expertise’ and ‘advice’.

SIGNIFICANCE OF THE STUDY

“How do we maximize achievement in our schools?” is the prime concern of every teacher, parent and institution on the whole. It is widely recognized that the significant element in student learning is passion for evaluating impact.

The passionate teachers engage learners in the lesson through illustrations, physical activity, brainstorming and other techniques. The focus is on developing reasoning and problem-solving. The new knowledge is linked to the present concept through mind maps and concept maps. Teachers then appreciate students learning by giving timely and appropriate advice which enable students to seek worthwhile goals. This helps learners to know their progress. Further, teachers care for students learning and provide resources for learning.

Addressing this issue involves our understanding of student learning.

PURPOSE OF THE STUDY

This paper presents issues related to student learning. What were the characteristics of institutionalizing that genuinely created the dissimilarity to student understanding – the ‘processing’ characteristics which generate learning perceptible, like that we may indicate that the institution have ‘visible learning inside?’

VISIBLE LEARNING

The ‘visible’ point cites to creating student learning perceptible to teachers, guaranteeing transparent recognition of the characteristics which generate a perceptible dissimilarity to student learning. It has created teaching visible to the student, like they study or turn to be their own teachers, where the key feature of lifelong learning or self-regulation, along with the love of learning that we need students to value. The ‘learning’ point mentions to how we go about knowing as well as understanding, and then doing something about student learning.

The challenging learning situations enable students acquire learning which is demonstrated through their responses. This is evident through implementation focused at mastery of the concepts. Finally, this will happen only when teachers become students and the students act like teachers. This amounts to teachers understanding the needs, likes, dislikes and interests of the students, while students question everything they receive from teachers.

Teaching along with learning was perceptible in the classrooms of efficient teachers. Teacher should realize when learning has happened or not, to observation or learn from experience, learn to supervise, pursue as well as provide feedback, provide alternative learning strategies. Teaching was perceptible to the learner as well as learning was perceptible to the teacher. More the student becomes the teacher, and more the teacher becomes the learner, the more successful are the outcomes.

So, the roles of teachers as activators, as intentional modify agents as well as directors of learning are significant. The outcomes realized will be surface and deep learning while expertise or fluency is the valued result.

‘PROCESSING’ ATTRIBUTES

The majority of effects above the average such as concept mapping and vocabulary programs (Hattie, J, 2012) were attributable to success in teaching. Here, teacher’s point of their part was evaluative. The particular mind structures involve teachers to perceive themselves as assessors of their execution on students. What matters most was the suitable mind structure associating to the effect of what they do. A suitable mind structure joined with suitable actions work together to attain a favourable learning outcome.

When teachers perceive learning happening or not happening, they give students with several chances as well as choices for expanding learning strategies on the basis of surface along with deep levels of learning. It is reflected in learning purposes (knowing when students are winners in achieving those aims; student’s prior perception; provide meaningful and challenging experiences – progressive development).

Further, right-caring and idea-rich environment is congenial to make connections across ideas which are shown in safe environment; welcoming and fostering errors requires a command on range of learning strategies which are adaptable to the learners(s) and their circumstances, contexts and earlier learning.

Besides this, student learning is enhanced in the following manner:

- Connect and coordinate existing institution as well as system initiatives, build internal capacity, also harness the collaborative energy of educators to speed up student learning as well as maximize time, energy, resources and effect.
- Collect evidence of high-impact practices present in institution or classroom.
- Research involving student ownership of learning in order to evolve perceptible learners in the classroom.
- Find the features of evaluation-capable perceptible learners as well as how to build and develop learners.
- Plan an effect cycle of execution as well as proof-gathering to embed processes, practices, and impact, as related to the attributes of an evaluation -capable perceptible learner.
- Shift the conversation from providing feedback to getting feedback.

Another strategy to enhance institution’s capacity of high-impact practices include five key themes or strands that help accelerate student learning are feedback, visible learners, the visible teacher, know thy impact and systems and processes. Visible learners are students who know how to learn, understand priorities, and know what is next. Know thy impact is reflected in the key role of an educator to assess effect of learning and utilize proof to notify decisions that will advance learning. Effective feedback enables them to understand progress and where they need to be.

Professional learning sessions cover visible learner, assessment-capable visible learner, feedback, monitoring mind frames, using SOLO taxonomy and understand how students learn. Here, evidence-gathering is the collection, analysis and interpretation of data that provides evidence of impact on an intervention. It can be used to show that a practice has been effective, provide information on what is successful, what areas need be developed further, and what progress is being made over time.

The markers towards quality in education are:

- Teachers influence learning.
- Teachers require to be passionately engaged in the process of teaching as well as learning.
- Teachers require having skilled knowledge along with understanding of their subject content so that they can give meaningful and suitable feedback like that every student shifts progressively through the curriculum levels.
- Teachers and students need to know the learning intentions and the criteria for student success.
- Teachers need to move from the single idea to multiple ideas, and to relate and then extend these ideas such that learners construct, and reconstruct, knowledge and ideas.
- Institution’s leaders and teachers need to create schools, staffrooms, and classroom environments in which error is welcomed as a learning opportunity in which teachers can feel safe to learn, re-learn, and explore knowledge and understanding.

DISCUSSIONS

Ideas don’t work without people doing the work. So, every teacher, and institution has to passionately work for student

learning. Right from the learning interventions, practices and feedback, all of them must have bias for excellence in student achievement. Mind frame of students and teachers, proper planning of learning activities, adapting of the students to teacher's expertise and receiving feedback by teachers ensures right kind of student learning where teacher becomes a learner and student becomes a teacher for visible teaching and learning.

CONCLUSIONS

In an age of assessment by external agencies, most institutions acquire certification of high quality through various means. But it is for the user, parent, community or student to think for a moment and understand whether the institution in which their ward seeks admission is genuinely of what they claim. In such instances, the attributes of student learning come handy for parents and students, if that institution provides care for learning, has passionate teachers, advise properly and encourage and engage students in learning. The classroom interactions, dealing with content and students, intended goals, freedom and discipline and others indicate the assured quality.

Thus, successful interventions offered by institutions play a major role in its visibility in the community.

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