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Rethinking of Curriculum: A Study on Problem Based Learning

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“Our education has got to be revolutionized. The brain must be educated through the hand. If I were a poet, I would write poetry on the possibilities of five fingers. Those who do not train their hands, who go through the ordinary rut of education, lack MUSIC in their life.”

- Mahatma Gandhi

Abstract:

The structural framework of education is hierarchical in nature. Modern inculcation in India is often reprehended for being predicated on rote learning rather than problem solving. The students are engrossed in preparing for their career rather than learning and playing. This paper is predicated to achieve this goal in a consequential way; scholastic institutions themselves must restructure the framework of their organisation to compose learning communities, rather than institutions whose core function is the dispensing of information. Workplace practices have significantly altered in the last few decades. No longer is the accumulation of skills and education the primary prerequisite for employment, but competency to be able to habituate to incipient situations, to perpetuate to learn independently, and to work cooperatively have become imperative. Ingeniousness is superseding education base extent in determining “value”, whilst faculty to work in a team environment is a prerequisite for many employment opportunities. This engenders a desideratum to develop instructional practices that develop a self-directed, perennial learner.

This paper engages critical curriculum-issues. It identifies ‘principles’ for working with curriculum, which accommodate as a paramount framework for all practitioners. The curriculum

revealed to students by the direct or indirect action by school along with other informations for which schools are wholesome responsible. Modification in curriculum refers development and it goes to extent of training of teachers.

Keywords: Hierarchical, Education system, scholastic institutions, Curriculum- issues, Curriculum development.

Curriculum Designing

In the past, the accentuation was on just in case the curriculum was designed to provide the student with a storehouse of information that could then be drawn on during the student's professional vocation. Given the pace of transmutation in all work environments, such an approach is neither practical nor desirable. Modern inculcation in India is often upbraided for being predicated on rote learning rather than problem solving. Incipient Indian Express verbalizes that Indian Inculcation system seems to be engendering zombies since in most of the school's students seemed to be spending majority of their time in preparing for competitive exams rather than learning or playing, BusinessWeek reproves the Indian curriculum, verbally expressing it revolves around rote learning and Express India suggests that students are fixated on cramming, Preschool for Child Rights states that virtually 99% of preschools do not have any curriculum at all.

Education, then is not adequate on its own, and does not compulsorily equate to mentally conceiving. Instead the focus will have to shift to just in time cognizance, which designates that students need to be able to access incipient information, for example from the Ecumenical Web, as and when they require it. There is a plethora of information out there but a good percentage is of dubious quality as well as learning how to access information, students need to be able to critically appraise it to ascertain that it is genuinely knowledge and not just information. Then they require being able to apply their incipient cognizance to the problem they are faced with, taking into account the context in which they are situated, and the values of the participants, so converting raw cognizance into professional sagacity.

Aim of the Curriculum?

Is the aim of the curriculum to engender cognizance for its own sake, or as an expedient to deal with problems now and in the future? Is the curriculum transmutes academic skills or it gives

emphasis on vocational skills? Is it concerned pristinely with propositional cognizance, knowing only theoretical perspectives can help a student? Or is it concerned with process education 'knowing how' education which emanates from learning adept comportment and deliberative processes? Another consequential question is the aim of the curriculum. Is it to give rise to education for its own sake, or has practical aspects to enable students to deal with problems now and in the future?

A curriculum that ignores such distinctions risks offering information and learning for its own sake, and will be concerned virtually exclusively with the transmission of subsisting cognizance rather than challenging students to develop the skills needed to transmute the world in which they will live.

Compounding the problem of the gulf between theory and practice is the information explosion, with the exponential magnification of education available to students. A cyberspace-predicated 'Information Age', we are told, will result in changes even more dramatic than those that followed the industrial revolution.

Practical Sagacity

Practical sagacity requires contextualized education. By contextualized cognizance it designates that concepts and skills learned in the classroom should not remain at such a high caliber of abstraction that they cannot be utilized in everyday cogitating what to believe and what to do; rather, they should link up with life outside the university walls. Students need to develop analytic and critical cerebrating skills not just to solve logic problems, but to grapple with the involutions of authentic world issues, for which deductive reasoning may not suffice. For philosophers this betokens coming down to earth, spending more time discussing cases that involve authentic world possibilities and less time relying on fanciful possible world examples. For geographers this designates availing students understand how the physical and cultural features of places influence social and environmental processes right here and now, not just on the other side of the world or in the future and the past. Cognizance can be made practical through a variety of designates. One efficacious way to contextualize education is to get students out of the classroom. Rather than read about the interconnections between elevation and temperature, logging and stream siltation or suburban sprawl and habitat fragmentation, students can experience these relationships for themselves in the field. Theoretical cognizance can be

reinforced and made practical by experiences that sanction students to explore and attest what they read or aural discern in lectures, after covering the fundamental.

PBL teaching takes more time to plan, more curriculum and technology resources, more day-to-day problem solving about how to scaffold student growth and success in their project work, more effort to authentically assess student learning, more communication with persons in the community, more support from the administration in terms of suitable scheduling and curriculum alignment, and more opportunities to collaborate with their teaching colleagues. (pp. 19–20)

Litreture Review

Schon (1983) has made a cogent case that there are paramount distinctions between ‘knowing what’ and ‘knowing how’, and that there is often a clash between the ‘official’ education promulgated by the curriculum and the tacit cognizance utilized in the authentic world of practice. He argues for an teaching approach that will embolden the development of reflective practitioners professionals who are able to understand and articulate the theories, both explicit and implicit, that guide their actions.

In the preface to his book “The Reflective Practitioner” Schon (1983) writes, “I have become convinced that universities are not devoted to the engenderment and distribution of fundamental education in general. They are institutions committed, for the most part, to a particular epistemology, a view of cognizance that fosters selective inattention to practical competence and professional artistry”.

He argues that the positivist worldview is built into “the very tissues of the universities”, and engendered a fundamental division of labour which made it the business of university-predicated Philomath to engender the fundamental theories which professionals and technicians would later apply in practice.

“In this life, we optate nothing but Facts,” so declared Mr. Gradgrind who, we are told in Charles Dickens' book 'Arduous Times', optically discerned his pupils as “...little vessels, there and then arranged in order, yare to have imperial gallons of facts poured into them until they were plenary to the brim.”

The tension between practical and theoretical sapience in the Nicomachean Ethics has been the source of illimitable academic controversy. Yet, regardless of what Aristotle intended, he at least

acknowledged that insofar as we are human, we require practical sagacity: ‘for our nature is not self-adequate for the purport of contemplation, but our body withal must be salubrious and have aliment and other attention’.

Indeed De Bono (1978) makes a firm distinction between the two: “knowledge is no more a supersession for cerebrating than cerebrating is a supersession for knowledge. There are an extravagant quantity of brilliant academics whose brilliance in their own fields and lack of it outside, those fields show the distinction between cognizance and thinking”.

Adolescent (1999) comments that “the conception that the curriculum is consciously or insensately designed to preserve certain fascinates remains consequential because it can provide the substratum for an authentic assessment of the barriers to curriculum change and, in particular, the extent to which changes are resisted for ideological as well as for inculcative reasons”.

Conclusion

learning (PBL) shifts the traditional edifying paradigm. Rather than being edifier centered, PBL is student centered. Rather than presenting content first, PBL presents the quandary first. Rather than presenting the students with a well-structured quandary with a clear answer, PBL presents the students with an ill-structured quandary with no clear solution. The research evidence, albeit still inhibited, denotes that PBL is more efficacious than the traditional edifying paradigm. However, to implement PBL prosperously requires paramount rethinking.

PBL should be implemented to achieve critical mentally conceiving, scientific mentally conceiving, leadership qualities and managerial skills among students. The technique has already been a proven prosperity in majority of the developed countries. The technique may prove to infuse the missing vital qualities to become a professional student. The quandary that has arisen from such a division has been the often-stark gulf between the ivory tower academics and the authentic world practitioners. Issues such as these become more consequential when we visually examine the extent to which the sorts of educationed in universities is homogeneous to, or conflicts with, the remotely cognizance that professionals use in their day to day practice. A curriculum that ignores such distinctions risks putting forward a concept of cognizance and learning “for its own sake”, and so becomes concerned virtually exclusively with transmitting subsisting edification rather than availing students to develop skills that they can utilize in a professional context.

The prelude of Problem-Based Learning (PBL) has resulted in paramount changes to the way in which teaching and learning are viewed, and offers exhilarating possibilities for far reaching reforms. However, unless we fixate on the fundamental philosophy that underlies our view of the world, what the purposes of edification are, and in what settings perennial learning should take place, we jeopardize putting old inculcative wine into our incipient PBL bottles.

Problem based learning (PBL) shifts the traditional edifying paradigm. Rather than being pedagogy centered, PBL is student centered. Rather than presenting content first, PBL presents the quandary first. Rather than presenting the students with a well-structured quandary with a clear answer, PBL presents the students with an ill-structured quandary with no clear solution. The research evidence, albeit still circumscribed, designates that PBL is more efficacious than the traditional edifying paradigm. However, to implement PBL prosperously requires paramount rethinking.

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Grouping students together for problem-based learning will allow them to Address real-life issues that require real-life solutions, appealing to students who struggle to grasp abstract concepts. Participation in small-group and large-group learning, help students who don't excel during solo work grasp new material. Pupils can discuss about their ideas and challenge each other in a constructive manner, giving participatory learners an avenue to excel. Grouping can

also tackle a problem using a range of content provided such as videos, audio recordings, news articles and other applicable material allowing the lesson to appeal to distinct learning styles.

Suggestions:

1. Take a constructivist approach, which emphasizes the inter-relationship between subjects, and inspires a holistic view of the world
2. Acknowledge the distinctions between “knowing what” and “knowing how”. Visually perceives group learning as a consequential activity in its own right, over and above its contribution to individual learning
3. Reverses the trend to incrementing specialisation, and moves edification from the academic high ground to the community-predicated "swampy lowlands" of the authentic world

Problem-Based Learning may provide a compulsory opportunity for transmuting conceptions about teaching, but by itself it is not an adequate force without a fundamental realignment of the philosophy and aims of the curriculum, and the contexts in which learning might take place. We have an incipient bottle, but unless we put incipient wine into our fancy container, we may end up with scholastic reform but, in the long run, remarkably little change.

The present study will certainly make a consequential contribution to the professional work of education. As we migrate to a fixate on what is learned, cogitate how we may be able to apply the principles which are outlined in this paper in pedagogy inculcation, in teaching reform processes, in sector reviews and other contexts where curriculum is a central issue

“The only way in which a human being can make some approach to know the whole of a subject is by auricularly discerning what can be verbally expressed about it by persons of every variety of opinion, and studying all modes in which it can be visually examined by every character of mind. No sapient man ever acquired his sapience in any mode but this; nor is it in the nature of human perspicacity to become sapient in any other manner.”(Mill John Stuart, 1966)

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