Teaching Methods with High Tech Learning in Teacher Centered Such as Flipped Classrooms and Student Centered Such as Debate Theory

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Abstract:

This research purpose is defining new experienced teaching methods seeking to increase the learning ability for teacher and student. Meanwhile some researches depend on teacher centered approach for learning and efficiency, other researches depend on student centered approach for learning to achieve the required efficiency for learning.

From 8 methods involved in different researches about constructive learning strategies, there are two strategies have been studied in details, one of them depends on high tech teacher centered approach for learning such as flipped classrooms and another depends on low tech student centered approach for learning such as debate theory, which include high effective teaching methods to learn efficiently.

Each one of the both methods seeks to encourage mental and physical skills of the students by increasing the strength of knowledge and information transport speed with each other and with their teachers. Flipped classrooms method depends on using teaching methods such as internet, videos and photos, which help students to be ready for what they will be taught by their instructor. Debate theory centered on four main axes, all try to reach for more interaction between students each other and their instructors through the attractive brain storming to students to learn new subjects

which develop communication, negotiation and delegation skills of the student for increasing self-confidence and support his learning goal. It also increases the teacher efficiency of how he can build and control a constructive debate to achieve the session goal. On each model of both teaching methods, both of student and teacher seek to keep its advantages with improving it and avoid its disadvantages.

Keywords: strategy, debate, flipped classrooms, skills, teaching methods

Introduction

Teaching methods split into two main categories (student-centered approach to learning and Teacher-centered approach to learning), each one include two secondary categories (High technology and Low technology).

Every theory follows community's methodology and conditions philosophy in order to classify classrooms and subject areas about who is taking the leader role: student or teacher. (Burden, et al., 1994)

Teacher-Centered approach

This theory has the extreme mean in instruction model of teacher-centered method, which makes the teachers have the all power of knowledge as if he deals with empty brains and it depends on transmission of knowledge to student's brains by instructions and lectures. Its achievements could be measured by exams and its scores. (Burden, et al., 1994)

Student-centered approach:

While teacher is still the power of this teaching model, both of student and teacher have the same activity role around the process of learning.

Primary role of teachers is how to help students in understanding their materials and coach them along their studying level. Its achievements could be measured by informal and semi-formal assessments such as student portfolios, class participation

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and group projects and the measuring is continuous along learning period to link assessment with teaching. (Burden, et al., 1994)

High-Tech Material

Helping students to follow technology in studying community by using more advanced tools, such as internet which link between students all over the world and assign their homework with unbounded resources.

Technology tools that can be used in classroom:

- Internet using Google External links (Drive, Gmail, and Docs).
- Computer devices like laptops and taps.
- Learning games software.
- Platform of social media educational sight. (McCarthy, et al.,2000)
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Low-Tech Material

A lot of instructors use traditional ways with low technology which required interaction between student and instructor with physical presence. Some strategies have explained that the technology in the classrooms should support learning such as handwriting and taking notes which is better for storing information, and also using it for writing and spelling skills.

At the end, it is important to classify learner types according to the learning experience. (McCarthy, et al., 2000)
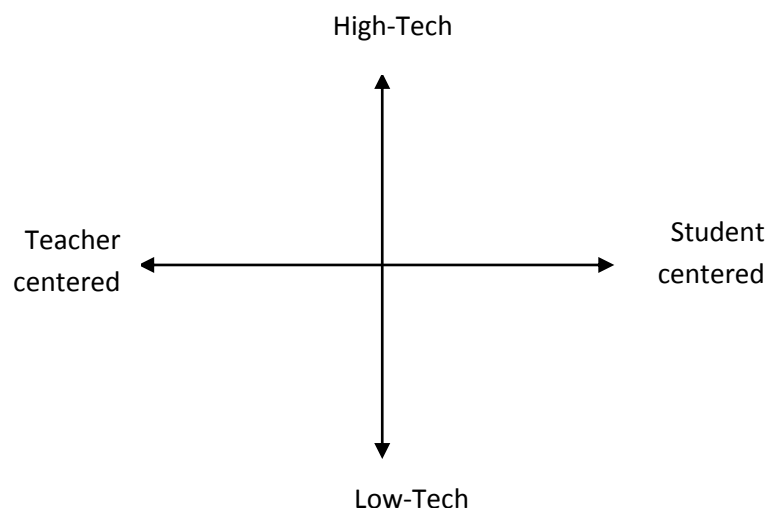
Problem definition

Beyond the teaching problems, there are a lot of creative and effective methods came from many researches and experimental evaluation. Those methods overcame the barriers present between teachers and students and stop passing of learning process. For example: students at traditional lecture, problem on capturing what is actually said from the instructor was solved by flipped classrooms by sharing visual aids such as videos to collect more information about the lecture before its beginning. Also the problem of lack of students' communication skills or interaction which have effect on their studying, was solved by debate theory by offering four simple categories of solutions which may be long term or short term solution.

This study aims to clarify answers of some questions about each method which are:

Why is it definitely?

What is the defect of it?

Where and how is it used?

Goal of study:

This study seeks to offer simple definition about different techniques for making the learning process more efficient and effective, from the teacher instruction to the student interaction.

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Flipped Classrooms

What is it?

A flipped classroom means practicing on the content of subject at the school after preparing it at home instead of taking it from teacher directly. The instructor aims to provide materials and videos to be accessed and continue his role as a follower or a coach when students come to schools with questions to do their homework with all prior knowledge and start the open discussion to solve the problems which they have exposed to it with activities about problem solving to have more understanding for the next time. (Enfield, J. 2013)

How to put it in action?

Students watch some lectures and have some online quizzes to test what they get. Having soft materials like audios and videos may help students focus on specific point that confuse them by replaying them. This will create extra space for students to apply what they have already learned before and participate in actual activities at class in daily basis. Then the role of instructors and teachers starts, which is supervising and maintaining students work and helping them improve their own work, hence the instructor offers more activities for students who are using the videos and material easy. (EDUCAUSE Learning initiative, 2012).

Where is flipped learning currently being used?

Flipped education has not been evaluated as a pedagogy in higher education (HE), but case studies are emerging, in ever-greater numbers, which document measurable improvements in student and teacher motivation, increased attendance in class and better grades of students as a result of using the flipped approach.

It is about students who come to classroom, use different software to be ready to start projects with their companies on creativity style. For example flipped classroom in accounting at Pennsylvania State have 1,300 students. Time of the class is used for making discussion through an external speaker to solve the problem which the

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instructor had supplied it by student assistants. Physics professors at Harvard University not only applies the flipped method but also seek to develop correlative site that let students feel free to discuss, feedback, and interact with instructors and inform instructors about what they learnt from the lecture. (Enfield, J. 2013).

Why is it important?

In conventional teaching method, students may have a difficult point they do not understand or may miss the plenty of others. This happens due to lack of previous knowledge about the subject or due to language barriers for international students, that's why flipped learning is efficient as students can rerun specific points that they struggle with or they can quickly review lessons before exams. Using this method will make both students and teachers focus on applying learning materials in a very effective way by interaction between students and even between students and instructors which adds fun to learning. (Bishop, J. L.et al., 2013)

Defects of it

Nothing is good or bad in absolute; it all depends on how people use it. Students may misuse this method. For example, not attending demanded lectures because they can watch it online, and so they may miss important class work and activities. One of the most significant drawbacks of this method is the lack of face-to-face interaction with teachers which may lead to lack of motivation and boredom. Therefore, both students and teachers have to be trained to fully benefit from this method by learning how to apply it. (Bishop, J. L. et al., 2013)

Using tech, why not?

We are subjected to many technological advancements in various fields which could be used in developing education and replacing the old traditional ways. Teachers can upload their sessions and lessons materials on clouds, google drive or even make their own websites to cope up with students and bridge the gap between generations. They can also use social media such as Facebook or You-Tube to make a small community for each class in which they can widely extend the learning process outside the in-

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class activities and encourage shy students to take the wheel. IT units at schools or colleges can make well-designed applications for the college by which students can access their materials and communicate with instructors making the only limit is our imagination. (Roehl, A., 2013)

Debate Theory

What is it?

It's a theory concerned with the importance of couple in conversation. It means, that the division into two opposite aspects, brings effective debates and might persuade students to classify positions as having yes or no sides. So, this theory is centered on four axes. The first is simplifying the nature of knowledge which is the role of the debate description. The second is winning or losing condition of debates that students just focus on with reduction of the phrases to the point sentences. The third is achieving the optimum solution by taking from two or more points of view. The fourth is that debate reinforces the studying environment with more communication opportunities (Coombe, C. 2018).

Defects of it

Tending the debates to losing or winning is a condition that makes students more focus on the strength of their argument and how to win instead of reaching to the solution of current problem; also, they may refuse making concessions as well as the load of work to prepare the debates. (Coombe, C. 2018).

Some issues don't have another point of view, hence there are no debates. Also some debates' environment aren't be suitable for some students, which tend to be less severe and rude (Garrett, 1996).

Why is it important?

It's a learning process which refers to listening to multiple points of view and say your opinion on judgmental style. It has two applications, the first is making decision

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according to individual debates and the second is winning over others agreement according to group debates. (Jhangiani, R. S.2016).

Activity of students makes them more effective in their learning process. Active learning means in general, means giving students opportunities to read, write, listen, learn and express their opinions as they deal with the course content. (Garrett, 1996).

Researches have showed a positive connection between grade point average, student engagement and critical thinking, especially with low-grade students who provide effective and productive conversations (Steven, 2012).

In this way, student with low talks, and who are ill prepared will have the courage to talk and express their own opinions as an opportunity to achieve progress. Student surveys have positive results about debating. (Jhangiani, R. S. 2016).

Debate boosts students' soft skills such as oral communication, the ability to learn, critical thinking, and self-learning skills which help them to experience debate with all prior knowledge and confidence (Garrett, 1996).

This process seeks to achieve effective guide by building the students' listening skills. Debate creates creative environment to students to improve empathy. By exposure to different point of views or by the defense of an opposite position of student, students learn to analyze each argument different side. It also provides an opportunity for encouragement depending on reason and logic during offering their own opinion (Steven, 2012).

How and where is it working?

Debate requires different and simple things to be prepared. First of all, it depends on a question with two opposite viewpoints or more and needs to get its answer and all optimum opinions with moderator help to focus into the situation, with probability to convert debate to group activity and supply them by time and good mentoring (Kennedy, R., 2007).

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Competitive debates could be organized by dividing the students into audience who listen to others and participants who display their viewpoints and try to persuade audience under the mentor control and code of ethics role. (García, et al., 2016)

There are ways to start a debate in any subject by launching a confusing phrase or paragraph in any field as engineering, arts, history or medicine. Anyone can't be certain or agree 100% with it, but it makes students have the ability and courage to defend or support them, and to explain or explore their points of view to hold standing about other views and their mind attracts it. There are rules that they should keep in mind such as being more influential and using the attractive of the strong advocate. These rules can used as strength points (García, et al., 2016).

Conclusion

Teaching methods are renewable thinking styles provided to students by good organizing of teachers' coaching to control the path of learning process.

Flipped classrooms model boosts the preparing part for more productive sessions using technology as videos to provide sequenced steps of efficient process, but this came over the defect of less coaching experience with teachers which decrease low level of gaining knowledge and efficiency of discussion between students, that requires more training for teachers' skills.

Debate theory model boosts dialog making to reach to the optimum solution trying to strengthen skills supported students to gain knowledge more effectively, but this came over the ethical code which increases competition with decreasing the time for reaching to the problem solution and requires rehabilitation for students.

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