

**འབྲུག་རྒྱལ་འཛིན་གཙུག་ལག་སློབ་སྡེ།།**

**བསམ་རྩེ་ཤེས་རིག་མཐོ་རིམ་སློབ་གྲྭ།**

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**Critiquing a Journal Article**

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The article that I read is “Effective Strategies for Engaging Adult Learners” by (Karge et al., 2011). Here, the authors highlight the several contemporary teaching methods and strategies relevant to higher education context such as Think-Pair-Share, Tell-Help-Check, and Problem-based Learning. Adults learn best by participating in relevant experiences and utilization of practical information thereby developing creativity skills, collaborative thinking skills, and critical thinking skills which are 21st-century thinking skills. As an educator, it’s critical to use such innovative and effective teaching methods (Think-Pair-Share, Tell-Help-Check, Problem-based Learning) for engaging adult learners.

Most of the strategies mentioned in the article are relevant to the theories learnt in the module. The first strategy that they proposed to enhance learning is Think-Pair-Share. In this strategy, right after the lecture, the instructor asks questions related to describing or interpreting something. The students will be given a few minutes to think of possible answers and after that the student will be asked to partner and share their answers. Finally, the teacher asks the volunteers to share their answers to the whole class. A lot of critical and collaborative thinking aspects are covered when the students think individually and share their answers with their partners. Sometimes, there are students who are shy and quiet and are likely to answer only to their partners. The Think-Pair-Share strategy motivates such students to engage in active learning and broader aspects of differentiated instructions are covered where the involvement of quiet and shy students is considered. As per the theories learned in the modules, the Think-Pair-Share strategy is based on the **social constructivist learning theory** emphasizing collaborative learning. Most of the information will be retained and constructed at the higher level with this strategy as students collaborate to reflect and participate in the learning process.

In my teaching, I did not use this strategy of Think-Pair-Share, but I have somewhat used a similar strategy to enhance active learning in the classroom. For example, after a certain lesson, I would give a question to be reflected on. Then instead of asking them to share and discuss their answers with the partners, I would ask them to share it to the entire class. This strategy could ignore the critical thinking and collaborative thinking skills to fade particularly for shy and quiet students. Thus, ignoring the differentiated instruction and constructivism in the teaching learning process.

The second strategy that they proposed is Tell-Help-Check strategy where the students get the opportunity to review and confirm their understanding of critical information. To begin with, the teachers number the students as 1’s and 2’s. The teachers ask questions to which the 1’s would react either orally or in writing within a given time frame. Once the questions have been answered, 2’s would supplement the response or alter the existing answers. Finally, both the team cross check the answers from the relevant sources which helps the students to develop curiosity on the given topic/concepts. It moreover offers a path for students to tap into related foundation information distinguishing the answers based upon the evidence. In the module, though it did not say Tell-Help-Check strategy, it is somehow exposed and related to Deep Learning strategies. In deep learning, students interact actively to examine the facts and questions critically, looking for the answers, making connections while focusing on the central argument/concepts. This strategy helps the students to have a positive experience of teaching learning concepts leading to confidence. In my teaching, I used this Tell-Help-Check strategy where a set of students will be asked to solve the given questions. After they are done, rest of the group will be asked to verify or see any improvements which can be done on the given answers or not. Once both the team members have commented, they check the textbook or serf the internet for its accuracy. This offers an avenue for students to examine the solutions critically rather than receiving the information passively.

The third strategy that the article proposed is Problem-Based-Learning (PBL). In PBL, the tutor is required to facilitate rather than direct the students. Students will play a major role in the discussion to solve real-world problem. The students will be working in a team, and they will utilize their prior knowledge and experiences to address the problem creatively. The PBL begins with the tutor introducing the problem to the class. Using prior knowledge, students note the important information about the problem and then gather useful information related to the problem. Further, they create a statement of the problem and discuss it with the team members to record recommendations and solutions to the given problem. Then once they gathered the solutions/recommendations, they present their findings and recommendations. In the module, similar steps of Problem-Based-Learning were found where PBL focuses students to get involved in the critical analysis of a problem and collaboratively address the problem. In addition, PBL emphasizes more on Experiential Learning theory where the knowledge is created through the influence of the experience and the learners can reflect, conceptualize, and recommend the observations.  Though there are series of steps involved in the PBL strategy, I have not used most of the steps in conducting the PBL strategy in the classroom.  In PBL, a teacher would take up the scenario/problem to be discussed by the students for the possible recommendation. In my class, I would ask students to take up the problems by themselves and discuss the possible recommendations or solutions. So, some aspect of PBL steps is missed out while implementing PBL in the class. Nevertheless, having PBL in the classroom really excites the students in active learning of the concepts.

Though teaching adult learners is challenging, the use of teaching methods and strategies enhances students’ engagement and curiosity among learners. Therefore, all the teaching methods and strategies relevant to the higher education context proposed in the article are very much related to the theories learned in the module as stated above. Perhaps the most important teaching strategies that I can take are all three except that I need to use all the sequence of steps stated in the strategy to make a meaningful learning experience for the students.

# Bibliography

Karge, B. D., Phillips, K. M., Jessee, T., & McCabe, M. (2011). Effective Strategies for Engaging Adult Learners. *Journal of College Teaching & Learning (TLC)*, *8*(12), 53. https://doi.org/10.19030/tlc.v8i12.6621