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PARADIGM SHIFT, FROM THE INSTRUCTIVE MODE TOWARDS LEARNING² (SYNOPSIS OF THE ARTICLE WRITTEN IN GEORGIAN LANGUAGE)

Abstract

The primary aim of the present article is to review innovative teaching strategies, and look into the ways one should apply them in the learning process to improve student engagement and learning. The intent to innovate in the classroom should always consider how such innovation can improve learning outcomes. The goal of teaching is to promote learning. The strategies we deploy are to promote learning. Trying out different strategies in the classroom is an iterative process to help us promote learning more effectively and successfully. This article is based on the review of the course syllabus, which is aimed for the PhD researchers of the interdisciplinary Doctoral programme in European Studies at TSU.

Key words: Instructional (Teaching) Paradigm; Learning Paradigm; Modern Teaching Methods; Innovative Strategies; Interrelationship between Thinking, Learning, and Understanding

A shift from an instructional paradigm to a learning paradigm is the challenge of 21st century higher education. The present article highlights the need to understand and use modern teaching methods and strategies to help learners develop 21st century skills.

The efforts have been made to demonstrate the advantages of the given methods over their traditional alternatives. The adoption of the new approaches and methods will facilitate the achieving the desired results.

The analysis presented in the article, together with specific scientific works, is based on both the scientific studies and thirty-year teaching experience at Ivane Javakishvili Tbilisi State University.

In contrast to the principles of the **instructional paradigm**, the **learning paradigm** adoption implies placing emphasis on thinking, reasoning and understanding, which facilitates the type of learning which contributes to learners' deeper understanding, grasping of various concepts, principles as well as the acquisition of thinking/reasoning competencies, and the ability of their application in practice. Under the given paradigm, the focus does not fall on the content of the learning only, but goes beyond it, and offers connections with learners' real-life experiences and establishes interdisciplinary knowledge links. To this end, the goal of the Faculty is to adopt such instructional approaches and methods that target the development of learners' thinking and reasoning competencies, and encourages the application of the acquired knowledge and skills in diverse and flexible ways in actual practice.

Only knowledge and skills do not lead to understanding. A person can accumulate knowledge, develop skills even without deep understanding of the received information.

Understanding does not only mean 'understanding the content', understanding also means 'planning future activities'. New images /models emerge by building upon and transforming the old models. Real Learning is largely defined how capable an individual is to recall and apply specific knowledge in a new context (Perkins, 2014). The driving principle and the message of such learning-oriented paradigm is the following: Learning is directed towards understanding and depends on thinking (Perkins, 2014). It is important to establish interconnectedness among the thinking, learning, and understanding.

The present article analyzes methods, which contribute to the transition from teaching to learning paradigm, which is oriented at the developing learners' cognitive abilities, and 21st century competencies.

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² This article is based on the review of syllabus of the course in "Contemporary Teaching Strategies and Methods", which is the integral part of the curriculum of the English-taught interdisciplinary Doctoral Programme in European Studies of the Institute for European Studies at Ivane Javakishvili Tbilisi State University since 2014

The central idea of **learning by doing** is that people can learn by participating in the appropriate learning process, that is, learning material can be mastered in the process of doing. As Aristotle put it: - For the things we have to learn before doing them, we learn by doing them.

Critical thinking, on the one hand, implies moderate 'polite' skepticism, and on the other hand, the existence of a formed personal position. Critical thinking leads to a decision: what to believe and what not to believe (Norris, 1989). Critical thinking, representing interdisciplinary and content-independent category, bears deductive nature – to develop critical thinking, the learner does not need to select and focus on any particular content area/discipline. The learner can then apply their critical thinking skills in any given context, across diverse disciplines (Ennis, 1991).

Problem-based learning (PBL) is a form of active learning. It is connected to specific context, and provides such deep and comprehensive study of the learning object, that the acquired knowledge shifts to the long-term memory. PBL helps form such critical competencies and skills as the following: critical and scientific reasoning, communication, critical judgment, group work, empathy towards and acceptance of other people's ideas and thoughts, ability of independent information search, ability and willingness to engage in lifelong learning.

The case study method represents a documented description of a problem or situation that requires analysis and decision-making.

Instructional process based on Socratic Method of questioning, contributes to learners thinking and deep understanding of the learning material. Such approach develop critical thinking, problem-solving, communication, argumentative reasoning skills.

By asking open-ended questions, teachers encourage vibrant in class conversations. Students can put together different information learned or experienced in their life to stitch together cohesive points. This can encourage students to not only find their voice but express themselves as well.

In collaborative, cooperative learning, success in solving a problem involves cooperation with others. A win for one is a win for all. Collaborative Approach is a new teaching method that paved the way for students to cooperate and appreciate the work of their peers.

The main thesis of the modern understanding of the project-based learning method is Everything I know - I know why I need it, and I also know where and how I can use this knowledge (Duke et al., 2019). Project-based learning is a teaching method that uses real-life activities to encourage students to learn by doing. As an active learning method, this learning tool usually involves solving a challenge or problem.

Game-based learning method is one of the best forms of helping learners acquire knowledge and skills. Positive emotions, a secure and autonomous learning context facilitate information processing in a creative, playful, and pleasant manner.

The Flipped Classroom method involves higher order thinking. Examples of typical activities include debates, group work, applying theoretical knowledge (learned material) in practice, and processing the initial learning material outside the classroom, prior to the lesson.

When applying a jigsaw method, we provide different pieces of information to learners, and ask them to explore their 'share' of information at such level, as to be then able to explain it to their peers in an explicit manner. This process is completed when all the participants present (share) their part, and put the pieces of information together, create a complete picture.

The primary aim of the present article is to review innovative teaching strategies, and look into the ways one should apply them in the learning process to improve student engagement and learning. The intent to innovate in the classroom should always consider how such innovation can improve learning outcomes. The goal of teaching is to promote learning. The strategies we deploy are to promote learning. Trying out different strategies in the classroom is an iterative process to help us promote learning more effectively and successfully.

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