How can a Teacher Make Students Learn and What to Be Learned?
ครูจะให้เด็กเรียนรู้อะไร และเรียนรู้อย่างไร

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Abstract

Education is an important tool in development of people to be highly qualified. The tool used should help to develop people’s body, mind, and brain. Education is giving guidance and promoting a person to be grown in learning to read, think, and work after his own potentiality according his own objectives to help others appropriately and live happily in society.

Teacher’s roles to fulfill the aims in making the students learned should be considered through the areas of students learning outcomes. From the curriculum, it could be seen that the following of 6 areas; ethic and morality, knowledge, intelligence, numerical skill, communication and information technology and learning. The most vital in today world is “ethic and morality”. The content and the method of teaching-learning nowadays should be based on learners’ need, teaching-learning process can be called learner-based learning.

The methodologies in learner – based and teaching learning emphasized on the learners’ thinking, cooperating, acting, working together and producing.

Keywords: Teacher and Students, How can students learn, What to be learned
ประเด็นที่สำคัญที่สุดของการสอนในยุคปัจจุบัน คือ เน้นผู้เรียนเป็นสำคัญและการสอนการเรียนเน้นกระบวนการคิดของผู้เรียน การร่วมมือ การปฏิบัติ การทำงานและสร้างขั้นงานร่วมกันของผู้เรียน

คำสำคัญ: ครูและนักเรียน, เรียนรู้อะไร, เรียนรู้อย่างไร

Introduction

“Any society and country give good and appropriate education for everyone in every area that will lead those societies and countries have qualified citizen.” (Chareanwongsak, 1999)

Education is an important tool in development of people to be highly qualified as shown in the above King’s speech. The speech reflects that the tool help to develop people’s body, mind, and brain.

The knowledge and academic understanding, behavior shaping and correct attitude constructing standard for ethics and moral in student’s lives.

Education is to a holistic human development. This definition of education is pointing beyond the areas of knowledge and intelligence. It looks ahead towards the dimensions especially moral and ethics which on organization or other not only one owns self. One factor which is important for both life and others is education as a firm basis promoting nation development.

As education philosophy is that education one of an important does not end at when we has completed the study the knowledge in the system, but then patted study leads one to realize one own duty and responsibility in implementing the knowledge one on intelligence and pleased to help others without any reluctance. The good and appropriate behavior is call “Knowledge along whit morality”

Education is life long. It is a continuation. If one needs progress, one should learn new things every day. That will make one be not out of date.
Teachers Roles in Modern World

Students need to be well guided to success in a quite complicated modern world. According to King Bhumibol Adulyadej’s speech (13 November, 1983), Bangkok. (Chareanwongsak, 1999) it is said that education is giving guidance and promoting a person to be grown in learning to read, think and work after his own potentiality according his own objectives to help others appropriately and live happily in society.

Teacher’s roles to fulfill the aims in making the students learn could be considered through the areas of students learning outcomes. From the curriculum, we have prepared for our students, we consider the following 6 areas: ethic and morality, knowledge, intelligence, numerical skill, communication and information technology and learning that seem to be the most vital in today world is “ethics and morality.” As it is said before that today world is complicated it makes people to struggle and try harder to live happily. When the studying and others; their problem would be easier if they have good guidance.

The important practice in ethics and morality are discipline, punctuality, responsibility to oneself and others, and can work with groups and be able to adjust to cope with others. Therefore in a teacher’s role, he on the should arrange the methodology discussion, construction in teaching as class discussion, small group of work, and case study. Students centered should be focused.

The second learning outcome focuses on knowledge. Knowledge is basic of learning, as core and theological or applied in practice. The knowledge should be new and updated. The learning methodology bases on lecture, discussion, group work, individual work, report presentation and case studies.

The third learning outcome is intellectual skills. These skills comprise of synthesizing and implementing of printed materials concerning professional information and developing new and challenging ideas.

The learners are able to plan, design, and implement, focus on researches and academic search. Teaching methodologies re based on learners: analysis, synthesizing, brain storming in document, reviewing, discussion and participation, and research practices and learn in real situation.
Interpersonal skills and responsibility are very important for people to live happily nowadays. Learners should be able to present their own opinions in academic and professional work; and also important the knowledge help to guide society and solve problems in curriculum and instructional area. In the teaching learning method, group activities for thinking process and discussions should be related topics and lead to practices for condition.

Numeral analysis skill, communication and technology which aim to make learners able to communicate efficiently and appropriately to suit various groups both in academic or profession. The teaching should proceed through various kinds of technology and communication and presentation activities.

Learning outcome on specific content of the learning management; Learners should learn skills of learning management which includes speaking skill for appropriate communication; learn to use information technology to search new and more detailed knowledge. Methods of teaching of this topic are focused on learners. Learners have to search, analyze, create, practice, present and discuss. (Uttaradit Rajabhat University, 2015)

The above is a long lesson plan for one subject called practicum in Curriculum and Instruction in M.ED Curriculum on curriculum and Instruction of Faculty of Education, Uttaradit Rajabhat University. The long lesson plan is brought to be a case study. It is shown what to be learned and has to be learned. It is clearly shown that “the learner centered is based.” Learners are not mainly informed by teachers only, on the other hand a teacher is really a facilitator who facilitates the learning. Therefore it is the learner’s roles to search, to think, to discuss, to share, to practice, and to bring knowledge real situation use.

What should Learner Learn?

It was said by French economist and politician Jacques Delors, former President of the European Commission, on 7 November 2011 at the opening of the International Congress on Lifelong Learning in Donostia Sebastian, Spain that; fifteen years after the International Commission on Education for the Twenty-first Century summited it’s report entitled Learning: The treasure within: to UNESCO, Delors briefly reviews the four pillars of educations (Delors, 2013) Learning to know, learning to do, learning to live together and
learning to be. What should the learners learn mostly come from the curriculum. A curriculum has to be planned properly. What is a curriculum? To define curriculum in terms of “that which is taught both inside and outside school, directed by the school indicates that all kinds of activities that occur in the classroom, playground and community, comprise the curriculum.” This emphasis has merit in that it demonstrates that school learning is not just confined to the classroom.

To define curriculum in terms of “what an individual learners experiences as a result of schooling is an attempt to widen the focus.” The emphasis here upon the student as a self-motivated learners. Each student should be encouraged to select those learning experiences that will enable him/her to develop into a fully-functioning person. However it should be noted that each student acquires knowledge, skills, and value not only from the official or formal curriculum, but also from the unofficial or hidden curriculum.

As noted by Pollard and Tann (1987) the hidden curriculum is implicit within regular school procedures, in curriculum materials, and in communication approaches and mannerisms used by staff. It is important to remember that students do learn a lot from the hidden curriculum even though this is not intended by teachers.
The definition which refers to curriculum as “everything that is planned by school personnel” is yet another orientation which emphasizes the planning aspect of curriculum. (Marsh & Morris, 1997, pp. 6-7)

**Content and the Curriculum**

The content of the curriculum is critical to all teaching situation. It is important to stress the linkage between content and method. “Content” only becomes important when it is transmitted to students by particular teaching methods. It is possible, of course, for important content not to be taught because inappropriate methods are used, or the reverse, where unimportant content is taught using appropriate methods.

Content is usually referred to as the subject matter of teaching and includes knowledge, skills, values and attitudes. Knowledge is often described in terms of key concepts, generalizations and specific facts. Key concepts are especially important as they enable a teacher to organize large amounts of data within these terms. Generalizations link together several concepts to form main ideas or principles. Facts are specific happenings or events which can be used to illustrate and develop concepts. They have limited use by themselves but they are important in the development of concepts.

The knowledge that is actually taught in schools may be evolved from within the culture of country or it could have been imported from advanced industrial societies. This can be the case especially with technical knowledge.

Holmes and MacLean (1989) use the term “dependence” to emphasize import technical to which a number of East Asian countries import technical knowledge via textbooks, educational experts, the training programmers (for example, the people’s Republic of China and the Philippines).

Skills are also an important element of content. Some curriculum planners consider skill to be the highest form of content and that the process rather than product should be the major emphasis in all teaching skills cover a range of areas, and include thinking and inquiry skills, and communication skills.

Values and attitudes comprise the affective element of any contents. Curriculum planners must take student motivation and attitudes into account in all their content.
selection. (Egan, 1986). It is important that students develop positive attitudes about work habits and learning and this will only be achieved if the content is appropriate to student’s needs is selected. Then there is subject areas which are strongly promote by senior officials (for example, Indonesia, Singapore)

The tendency to prescribe content to teachers via syllabus documents or in teachers guides. They make their selections using such criteria as: significance, balance, interest, and needs, utility, and learn ability.

At the classroom level, teachers are still faced with decisions even if general content areas have been prescribed in a syllabus. For example, should they use a textbook entirely or supplement it with a selection of references or discussion prints and charts.

How to Be Learned: Methods and the Curriculum

Decisions about content and method cannot be made independently. When students and teachers are involved in a learning situation it is obvious that content and methods are closely interlinked. Content will be used but how it is communicated and discussed will depend upon the methods selected.

Teachers tend to use method which they are familiar to impart content. It might be a very limited teaching – learning process to use such methods as drills, recitation, question and answer, or laboratory presentation. However the list can be quite extensive as indicated here: teacher talks, drill, problem-solving, inquiry, role-playing, simulation games, debates, etc. of learners centered methods.

It is desirable for teachers to use a wide range of methods to suit specific content and particular groups of students. Research evidences indicate that in practice, teacher tend to use a small number of conventional methods for example, a common one is “recitation teaching” (Hargreaves, 1988). It is also apparent from recent research studies that no single method is better than another in all teaching situation. For example, drills may be most successful in imparting particular facts but not very efficient in fostering attitudes apart from obedience and uniformity

Different methods can also be used to organize the content for teaching. Some typical methods include a spiraling process where by a concept is reintroduced at regular intervals using content increasing difficulty; an activity approach where by students’ interest
and activities provide the basic for what content is selected and taught; a core curriculum approach in which broad areas of social concern or academic disciplines are the focus and the content selected cuts across subject boundaries.

**Some Significant Teaching-learning Methods and Techniques Nowadays**

Teaching methods or techniques means steps these teachers implement to promote learning of learners based on teaching objectives teaching – learning methods means the processes those teachers and learners cooperate together to fulfill the teaching-learning objectives.

At present, the process of teaching-learning focus on learner-centered learning. These are some teaching-learning methods and techniques which focus on learners’ thinking, planning and working together like; inquiry learning-teaching methods, project teaching method, research-based learning, learner-teaching cycle model, case study, technique of using multiple intelligences, techniques of using graphic organizers, and blended learning.

All methods mention above focus on learners thinking, and collaboration in learning. The inquiry teaching-learning method stresses on the learner’s self-study and construction of knowledge through scientific process and the teachers are facilitators who help the learners reach their goals. The project methods which is sometimes called project approach, project-based learning is based on the learner’s research. The learner’s goal is a new innovative product from their own group or individual work.

The project based method can be divided into three types: guided project, less guided project, and unguided project. The first type is guided project provides the teacher more opportunity in setting the problem and the methodology of collecting data to solve the problem. The second type, the teacher and learners cooperate in setting the problem and collecting data to solve the problem. The unguided project provides the learners opportunity of setting the problem, setting the method of collecting data to solve the problem and implementing the proposed plan.

Another interesting learning method is research-based learning which focuses on related literature including scientific work to find out new knowledge. Learners also have chance to search and collect data from various sources under the supervision of the teacher.
Activity teaching approach is also important to persuade the learner to be alert in the lesson. They will be interested in participating and joining the lesson intently and fruitfully, learning activities include game, case study, simulation, role play, drama and small group work.

Another of new trend in teaching-learning approaches to be used in teaching recently and can be brought into use in any subject are as follow: task-based approach, project-based approach, lexical syllabus and smart phone used learning.

**Blended Learning**

Blended-learning derived from integrated – learning. It is more emphasizes on new technology. Graham (2004) studied how blended learning was conducted across varieties of social sectors such as business, military and high education. There are four levels that blended learning occurs: activity level, course level, program level and institutional level. At the activity level, the combination of face-to-face and computer-mediated instruction is managed in only some learning activities of a particular subject, course or training session. At the course level, the combination of Face-to-face and computer-mediated instruction occurs in some learning activities of a course. In some courses the face-to-face and computer-mediated communication parts occur simultaneously while in other course the two parts are separated in time blocks. For the program level, the blend occur at the degree program such as a certificate or diploma program. At this level, learners can choose to learn certain courses online. Or they choose to learn every course with the blend of face-to-face and computer-mediated instruction. At the institutional level, the blend is implemented in the institution in various ways depending on each organization. For example graduate students at a university are require to take at least one online course while those in another university can enroll for an online course offered by another campus of the same university. Or, Students can enroll for a course during summer when they are off-campus.

Blended learning is actually the convergence of the two typical learning environments (the traditional face-to-face instruction and the distance, or distributed, learning system) that were mainly separated in the past, but are highly being converged now and in the future (Graham, 2004). The convergence is accelerated chiefly by technological advancement, and the trend is prognosticated to be so tremendous that
the two learning systems are likely to become inseparable, and thus the work “blended” could be dropped (Massie, 2006 & Massy, 2006)

**School of Thinking and School for Thinking**

All of us realize the aim of teaching-learning to promote thinking skills is very important. This task is proposed to be a school’s job; but most school still meet failure. The reason of the failure might be the misunderstanding of the hidden purposes of be able to think and think properly. What and how a learner who is skillful in thinking look and know like thinking, thinking skill and intelligent standard.

In teaching of thinking process we can define the definition of “thinking” into three categories. As following thinking is a process of data collection and perception in mind and brain, in thinking is a process of reason and conclusions, and thinking is the problem solving for success. It can be summed up that thinking is a brain-based process that focuses on logic and solution (de Bono, Edward; as cited in Amorncheewin, 2013, p. 92) towards skillful experiences for specific purposes which lead to comprehension, making decision, planning, problem solving, and value judgment.

Thinking is a skill that needs practice. The fruitfulness of the person whose ability in thinking is quite high is that one will be a person of open-minded, helpful to others, patient, creative, more confident and not to disturb others. De Bono Gave three ways of thinking skill practice (as cited in Amorncheewin, 2013).

First is knowledge approach which focuses on direct and systematic search, interlinking, and mastery learning.

Second, specific operation which is fast and easy to conduct. There is a manual for learner to follow and work on. The example is using a cook book in cooking. And third, wider practice is a way of bringing a model into use. The map is usually used to guide the practice. After one understand the principle it is possible to apply it to other situations.

There are three levels which are widely divided of thinking Gardner (1985). Level one: the highest thinking with reflect both various and fairness. Level two: high thinking reflects some parts of the information. Level three: the lower thinking is skill that needs to be more developed in both methods and fairness.
Figure 2 Level of thinking

Source: Gardner (1985)
The most important part of thinking skill development is “creative thinking” and it affects the system of human, education and society. Creative thinking according to Gardner (1985) is the ability to solve problems and think of new production and new inquiry questions. Creative thinking has dimensions and it leads to new thinking in the system of thinking process which cooperate under imagination.

Components of creative thinking consist of generation, variation and uniqueness. The first step is to form a concrete knowledge than focus on differences and uniqueness. Creative thinking is necessary in daily life in a changing world which is unpredictable. Education should emphasize in producing people who are able to adjust themselves, create new things. Creative thinking is an important component of being intelligent and able to practice in solving problem. Also creative thinking is good to bring good emotion and happiness. Creative thinking leads to innovative production. Therefore a flexible curriculum is needed at present. It should be moved out of the box (Fisher, 2005).

Three dimensions of good characteristic of creative thinking are: continuous, flexible and initiative. Ways to promote creative thinking are; motivation, inspiration, enough time, and cooperation.

Therefore the school’s role from now on should focus the practices to build creative thinking in learners more and more to help them succeed and be happy in lives.

Community as a learning environment

How can the community contribute to children’s learning experiences? The community is a setting that provide much potential for learning. (Decker & Decker, 2001 as cited in Atsushi & Naomi, 2014) libraries, museums, zoos. Farms, business, people’s experiences. And collectibles (family, antiques, photographs, and soon) are all resources for improving children (as cited in Atsushi & Naomi, 2014).

To illustrate the community’s potentiality for learning, an experiment was initiated in Philadelphia to try “a schools without wall” (as cited in Atsushi & Naomi, 2014) students in grade 9-12 were chosen by lottery from eight school districts; neither economic nor academic background was a factor.

There was no school building, each of the eight areas had a headquarters office space for staff and lockers for students. All teaching took place within the community.
Art was studied at the museum, biology was studied at the zoo, vocational education took place at various business locations. A higher than average percentage of students who attended went on to college.

In sum the community becomes a place and a resource for learning when citizens (parents, educators, business people, religious group, service providers, legislators) are committed to mutually beneficial goals that focus on the positive growth and development of children (as cited in Atsushi & Naomi, 2014).

At present school reform is a hot issue of education in any countries. It entails a history where each student and teacher weaves his/her own learning together in the lesson. There is an example of case. The case of Shimoki Junior High school in Japan implemented the model of the community of the stroller in the school for learning community in Japan. This school was a unique trajectory to Learning Community (SLC) approach. The story was told from the viewpoint of how teacher have reshaped their routine works. The school has changed as a kind or disposition has emerged and resided in the teacher. To take a ‘stroll’ in the students’ learning has become their shared and key disposition, it made them, first care about one another, and second, engage in authentic learning.

The case of Shimoki Junior High School in Japan indicates that very advanced tasks enable students, even slow learner students to broaden their knowledge and skills if the necessary conditions are met. The school shows a common unique activity among the teachers; they, including the school managers, keep walking in and out of lessons at any time regardless of whose classroom it is to observe every single student. Additionally they take photo of students’ facial expressions and exchange them (Atsushi & Naomi, 2014).

Focus of this article

We have learned a lot from our kings, King Bhumibol Adulyadej was a good example of professional teachers. We have combined and synthesized the king’s ideas of education into 7 categories as follows: first education should aim to develop and promote new knowledge; 2) develop student’s potentiality 3) construct intelligence; 4) construct good characteristic of life; 5) assist students to earn their own lives and provide help for society; 6) assist the students to help themselves; and 7) bring
knowledge to be used in real life. All these ideas and lead to 6 practices as follows: 1) learn to be developed in mind and behavior; 2) learn both theory and practice; 3) learn to understand reason; 4) learn to apply and understand the relationship among subjects; 5) learn to build continuous knowledge; and 6) learn to apply to Thailand’s context.

His majesty the king pointed out that it was very important to bring global idea and theory to be applied and implemented suitably in Thai society. (Chareanwongsak, 1999).

After his majesty the king Bhumibol passed away on the 13th October, 2016 the royal crown prince has been ascended the throne as his majesty the king Vajiralongkorn named King Rama the 10th. He followed and applied the former’s king’s ideas and practices into real situations. It is concluded that both kings ideas on duty of university on education are: 1) strength then educational system; 2) student should be good and smart; and 3) student should be functioned to help society and the country. (Rattanasuwan, 2018).

The king ideas on duty of teachers are: 1) provide academic and attitude to the students; 2) lead the students to be able to solve problems; and 3) focus on knowledge, behavior, and attitude.

It is valuable to present here another of King Bhumibol’s hard work. Addressing the United States Senate in 1995. Senator Max Baucus captured the essence of His Majesty’s hard work. “Today, Thailand is one of the anchors of the modern, prosperous Southeast Asia. Bangkok has become one of the world’s great cities commercial centres... Much of this extraordinary success is due to wise guidance of King Bhumibol. The king has led by example. He has embodied the ten traditional moral principle of Buddhist kings: charity toward the poor; morality sacrifice of personal interest; honesty; courtesy; self-restraint; tranquility of temperament; non-violence; patience; and impartiality in setting disputes. And he hassled by action. Together, king Bhumibol and Queen Sirikit have devoted decades to improving the lives of Thai people in rural and impoverished regions. They constantly travel the country’s 73 provinces, meeting with villages and staying close to the people. The results are obvious in improved public health, the spread of education to all Thai children and the renewal of traditional crafts and textiles.” (Office of the Prime Minister, 2000).
A lot of King Bhumibol’s idea and projects has been adopted to be taught Uttaradit Rajabhat University like a subject of Sufficiency Economy is put in the curriculum of all Bachelor Degrees. Many research projects have been integrated with the ideas of the projects which were done to the university’s teacher students then through the primary students.

Also from King Maha Vajiralongkorn Bodindradebayavarangkun’s vision which has been proposed in the second strategy (Twenty years Rajabhat University strategy for local development B.E. 2560-2579, (adjusted edition on 11 October 2018)) that there are three goals in this strategy of teachers production and development: 1) graduates have their own unique and earn competencies which are required from the stakeholders; 2) graduates from teacher education unit are perfect of 4 characteristics and be able to teach and facilitate students of each age; and 3) teacher graduates have been trained through competency bases to suit the probable changes.

**Conclusion**

The process of planning of any curriculum requires majesty of a number of skill, some of which have been described above. For example special skill are required in selecting content, teaching methods, objectives and goals, and assessment and evaluation procedures. In addition there are skills associated with using school resources efficiently, obtaining community support, communicating school achievements to external group, and obtaining support from other staff member.

Models can be helpful to curriculum planners in guiding him/her about activities to initiate and the criteria which might be used. As an illustration Tyler’s model (1949) is presented in some detail as this has had a major influence on the way curricular have been developed.

Tyler’s model: Rationale based on four questions. What educational purposes should the school seek to attain, how can learning experiences be selected, how can learning experiences be organized for effective instruction, and how can the effectiveness of learning experiences be evaluated.

During the last three decades there have been a big change and big competition among the countries in the world level. This comes from the progress of technology.
information. Innovation has come through and take places of industrial economic part. Technology has replaced the repeated work. At the sometime technology has been brought to be used to support the teaching-learning.

It is accepted that at present it is a time of rapid change which can be called “a changing world”. All components of the world have changed rapidly. Therefore what to be learned and how to be learned should suit the people, the learners, the societies, and the nature. It will be most fruitful if it is learned and searched the needed knowledge and methods for the learner properly. The learner-based learning is good to be focused on.

From the author’s own teaching-learning experiences, the modified Tyler’s above model had been conducted in planning lessons. The goals and learning objectives had been determined from the learners’ need. Studies of the learners themselves as a source of educational objectives. Also studies of contemporary life outside the university were considered to adjust the content and activities of the curriculum to suit the learners and learning situation. In addition to these studies of individual life social groups were also examined to find out their practices, their problems, their concepts, ideas and their dominant values, to suggest group objectives of education. At teacher students training programs emphasized on morality development. In teaching-learning of every class, moral issues were inserted.

References


