

Teach Less, Learn More : Educational Administrator Perspectives

การสอนน้อยเรียนมาก มุมมองของผู้บริหารการศึกษา

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บทคัดย่อ

“การสอนให้น้อย การเรียนรู้ให้มาก” มีชื่อย่อว่า TLLM เป็นเรื่องเกี่ยวกับการเรียนรู้ของนักเรียนที่เรียนของประเทศสิงคโปร์ โดยครูจัดการเรียนรู้ให้นักเรียนสามารถเลือกวิธีการเรียนรู้และได้รับความรู้จากการผ่านทักษะการคิดต่าง ๆ “การสอนให้น้อย การเรียนรู้ให้มาก” ควรให้นักเรียนสามารถคิดความรู้ใหม่ ๆ และในกระบวนการเชื่อมโยงความรู้ นักเรียนเรียนรู้มากกว่ากระบวนการเรียนรู้ โดยกระบวนการเชื่อมโยงความรู้ นักเรียนสามารถเรียนรู้มากกว่ากระบวนการเรียนรู้เดิม ๆ นักเรียนสามารถนำความรู้ไปประยุกต์ใช้ในโลกของความจริงได้ วัตถุประสงค์ของ “การสอนให้น้อยการเรียนรู้ให้มาก” เพื่อสัมผัสและเข้าถึงจิตใจของนักเรียน นำไปสู่การเตรียมตัวเพื่อการใช้ชีวิตของนักเรียน การจัดการเรียนให้ประสบความสำเร็จ ครูควรหาคำตอบจากคำถามว่า ครูสอนทำไม ครูสอนอะไรและครูสอนอย่างไร “การสอนให้น้อย การเรียนรู้ให้มาก” เป็นการสร้างจากสรุปความคิดในสถานการณ์ต่าง ๆ โดยการปรับปรุงโครงสร้าง อย่างเป็นระบบภายใต้แนวคิด “โรงเรียนนักคิดชาติแห่งการเรียนรู้” (Thinking School, Learning Nation - TSLN) เป็นการเปลี่ยนแปลงที่มีการส่งเสริมการสร้างนวัตกรรมใหม่ ๆ และการเรียนบรรลุผลลัพธ์ที่พึงปรารถนา (the Desired Outcome of Education-DOEA) “การสอนให้น้อย การเรียนรู้ให้มาก” จึงเป็นแนวคิดสู่การปฏิบัติของการจัดการศึกษาที่สำคัญที่ส่งผลให้ประเทศชาติเจริญรุ่งเรือง เป็นโรงเรียนนักคิดชาติแห่งการเรียนรู้เป็นมุมมองของผู้บริหารการศึกษา ควรที่จะศึกษาและนำมาใช้จัดการศึกษา กำหนดนโยบาย วิสัยทัศน์ การพัฒนาครู การพัฒนาหลักสูตร การออกแบบการเรียนรู้ การพัฒนาสื่อการเรียน การวัดประเมินผลการเรียนและการนิเทศการสอน

คำหลัก: การสอนให้น้อย การเรียนรู้ให้มาก, ผู้บริหารการศึกษา

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Abstract

Teach Less, Learn More (TLLM) is to do with learning from teachers to students of Singapore so that students preserve learning as their choice and gain knowledge through various thinking skills. TLLM should build up the students capacity to generate new knowledge and in the process of weaving in knowledge, students learn more than traditional learning process. Students learn to apply knowledge into the real world. TLLM aims to touch the hearts and engage the minds of our learners, to prepare them for life. To accomplish the educational goals, the teachers should answer the following questions : why we teach what we teach and how we teach. TLLM builds on the groundwork laid in place by the systematic and structural improvements under Thinking Schools, Learning Nation. (TSLN) of Singapore, and the mindset changes encouraged in our schools under innovation and learning and better achieve the desired outcomes of education (DOEs). So TLLM is the important concept of educational management to the practice, affecting develop School Thinking Nation Learning (TSLM). It is the perception of educational administrators should study and apply for teaching and learning, school policy vision, teacher development, learning design, media, learning assessment and supervision.

Keywords: Teach Less, Learn More, Educational Administrator

Introduction

In the traditional approach to college teaching, most class time is spent with the professor lecturing and the student watching and listening. The students work individually on assignments, and cooperation is discouraged. The teaching and learning in schools is the same. Such teacher – centered instructional methods have repeatedly been found inferior to instruction that involves active learning in which students solve problem, explain, debate, or brainstorm during class, and cooperative learning, in which students work in teams on problems and projects under conditions that assure both positive interdependence and individual accountability.

Teach Less, Learn More (TLLM) involving active learning aims to teach the hearts and engage the minds of the students to prepare them for life. It is about shifting the focus from “quantity” to “quality” in education. “More quality” in terms of classroom

interaction, opportunities for expression, the learning of life – long skills and the building of character through innovative and effective teaching approach and strategies.

TLLM is about teaching better. Teachers, school leaders and Ministry of Education (MOE) all have important roles to play to initiate TLLM.

Teach Less, Learn More (TLLM) : Definition

TLLM : Let's share some strategies on how to teach less and yet motivate our students to learn more

TLLM is about teaching better, to engage our learners and prepare them for life, rather than teaching more, for tests and examinations.

TLLM aims to touch the hearts and engage the minds of our learners, to prepare them for life. It reaches into the core of education – why we teach, what we teach and how we teach. (Linda Lee, SVPS, 2005, June) (<http://tllm.blogspot.com>)

In conclusion, TLLM is about teaching better, to engage our learners and prepare them for life. It reaches into the core of education – why, what, and how to teach.

TLLM : System, Thinking of Singapore

Thinking Schools, Learning Nation (TSLN) was adopted as the vision statement for Ministry of Education (MOE) of Singapore in 1997. It continues to be the over – arching descriptor of the transformation in aspects of education. These change articulate how MOE would strive toward the Desired Outcome of Education (DOEs)

After that they have focused more on one aspect of their DOEs since 2003, i.e. nurturing a spirit of Innovation and Enterprise (I & E). This will build up a core set of life skills and attitudes that they want in the education system comprising changes in all their students. It promotes the mindsets that they want to see in their students, teachers, school leaders and beyond.

The system thinking approach, TLLM builds on the groundwork laid in place by the systemic and structural improvements under TSLN journey to improve the quality of interaction between teachers and learners, so that their learners can be more engaged in learning and better achieve the DOEs. The relationship between TSLN, I & E and TLLM is shown in Figure 1 (Ministry of Education, Singapore, 2009,

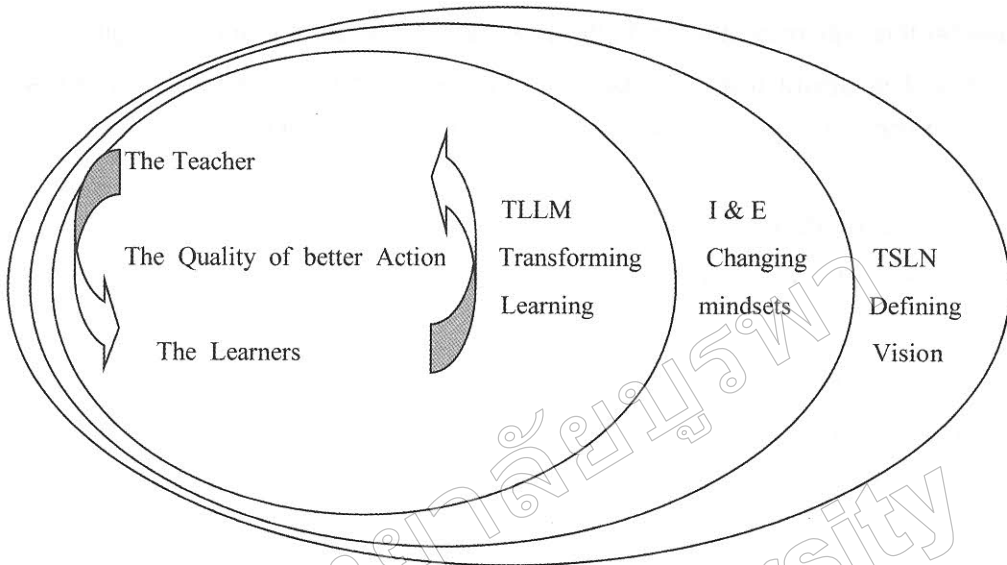


Figure 1 The relationship between TSLN, I & E and TLLM

TLLM : Why, What and How we teach

To remember why we teach as follows : (Raffles Girls' School, 2011)

1. We should keep in mind that we do what we do in education for the learner, his needs, interests and aspirations, and not simply to cover the content.
2. We should encourage our students to learn because they are passionate about learning, and less because they are afraid of failure.
3. We should teach to help our students achieve understanding of essential concepts and ideas, and not only to dispense information.
4. We should teach more to prepare our students for the test of life and less for a life of tests.

To reflect on what we teach as follows: (Raffles Girls' School, 2011)

1. We should focus more on teaching the whole child, in nurturing him holistically across different domains, and less on teaching our subjects per se.
2. We should teach our students the values, attitudes and mindsets that will serve him well in life, and not only how to score good grades in exams.

3. We should focus more on the process of learning, to build confidence and capacity in our students, and less on the product.

4. We should help the students to ask more searching questions, encourage curiosity and critical thinking, and not only to follow prescribed answers.

To reconsider how we teach as follows: (Raffles Girls' School, 2011)

1. We should encourage more active and engaged learning in our students, and depend less on drill and practice and rote learning.

2. We should do more guiding, facilitating and modeling, to motivate students to take ownership of their own learning, and do less telling and teacher talk.

3. We should recognize and cater better to our students' differing interests, readiness and modes of learning, through various differentiated pedagogies, and do less of "one-size-fits-all" instruction.

4. We should assess our students more qualitatively, through a wider variety of authentic means, over a period of time to help in their own learning and growth, and less quantitatively through one-off and summative examinations.

5. We should teach more to encourage a spirit of innovation and enterprise in our students to nurture intellectual curiosity, passion, and courage to try new and untested routes, rather than to follow set formulae and standard answers.

TLLM strategies used by National Institute of Education (NIE) lecturers

The lecturers at NIE have used some of the following TLLM strategies to engage us and help us in our learning such as : research work, thought provoking questions, writing of reflection, games, role plays, learning journeys via school visits and work attachment movies and movie clips, organizing events like forums, co-operative learning e.g. "Jigsaw", discussions of case students, and group projects and presentations

TLLM in Rulang Primary, Yishum Town Secondary and Swiss Cottage Secondary

ST (Straits Times) and ZB (Zhao Bao) profiled Rulang Primary, which had reworked its curriculum to encompass the essence of TLLM. They highlighted the followings :

1. Rulang Primary had incorporated robots into its Mother Tongue and EL lessons (ST, ZB). Ms Janice Beh, Head of Niche and Innovation/ Rulang Primary, noted

that this had added an element of excitement among children, and helped them to learn better (ST)

2. Almost all subjects from Primary 1 to 5 had been redesigned and infused with a hands – on experience on robotics (ST)

3. Rulang Primary had also integrated speech and drama into the curriculum (ZB).

ZB also highlighted Yishum Town Secondary and Swiss Cottage Secondary, and noted the followings :

1. Yishum Town Secondary had given more emphasis on the teaching of skills and developing students' interest in History and Geography. Open book exams were also used to test students' ability to analyze case studies in order to so as to encourage them to apply what they had learnt.

2. Swiss Cottage Secondary had gradually adjusted their teaching from their year with collaborations among different departments.

TLLM Strategies for Teaching - Learning in Various Subjects

Pupil learn to draw cartoons : Do introduce pupils to (SVPSART, 2005) to teach them how to use the internet to learn how to draw cartoons. Pupils who love to draw will soon be using the internet links to learn cartoons drawing at their own page and in their own time.

Pupils compose songs will Apple's GarageBand : Music lessons with Apple's GarageBand software aids teachers in teaching less and the students learning more. With a simple and easily learnt interface, pupils with little or no formal music training are able to put together various musical compositions with the help of high – quality, pre – recorded musical loops. A class of Primary 3s and 4s demonstrated its possibility when they attempted a video of their class IPW/MI (Individual Proficiencies Movement /Multiple Intelligences). project, complete with an original musical composition as accompaniment with their assessment from teacher, Mr Andre yeo.

Removal of some units and workbooks, to effectively carry out TLLM, teachers as well as pupils require more time. There are strategies adapted by some schools in Cluster W 2 :

1. Some units in English and Mother Tongue are removed from the syllabus.
2. Health Education periods are used for teaching Sciences. Health Education topics that are important are taught during Science lessons.
3. Pupils do not have to purchase or do Health Education or Social Studied Workbooks. Worksheets of important topics are provided instead.
4. Social Studies is incorporated into English lessons so that TLLM activities which require more time can be effectively carried out.
5. In one particular school, instead of 6 common tests and 2 examinations a year, pupils do only 1 continual assessment in semester 1 and 2 examinations a year. Pupils are assessed on project work done in semester 2 instead of sitting for tests. This strategy has also helped to free up more time for pupils as well as teachers.

Games Concept Approach for PE (Physical Education) : In unity Primary School, PE teachers adapted the Games Concept Approach in teaching PE. Pupils play modified games where they are encouraged to explore and experience different game situations. Teachers act as facilitators as they allow pupils to reflect on their experiences. Teachers do not teach the skills per se, but relate it to the needs of the game. This allow the pupils to better conceptualized the game and the need to learn the specific skills of the game. The teacher has to make conclusions and to set time for pupils to ask questions to initiate their reflective thinking. Through reflective thinking, pupils learn game concepts.

Project Work (PW) and Learning Journey : In Unity Primary, learning journey is tied to PW. Pupils go into the field and are able to experience first hand, the subject matter. Pupils expand their learning when they relate what they have learnt in books to real life situations. It is truly an experiential learning process as pupils get to do research work, gather in groups to discuss ideas and findings, and also to interview parties concerned.

Actively as going beyond comprehension.

Understanding by design

Understanding is the ability is to go beyond the facts and content to see

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