

MOUNTING VALUES THROUGH MASTERY LEARNING

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ABSTRACT

Value orientation and character formation are two basic ends of any meaningful education. The chief goal of education is giving shape to civilized humans who are useful citizens of the world. For the question 'can values be taught like any other subject?' the answer is 'no', as values are caught and not taught. A young human being in the value formation days gets his message for the heart from different sources like family, friends, society, media etc. But his education also has a vital role to play in this. There are two ways in which education plays its part: one is through curriculum and the other is through what the campus life offers.

Curriculum designers have the great responsibility to ensure that messages for the heart also reach the students through the subjects they learn. Messages on the evils of addiction, dowry or untouchability and lessons on patriotism, gender justice, self-confidence, concern for the marginalized, respect for the elders etc. can very easily be sent to the students through prose lessons, composition and grammar exercise. This does not mean that other subjects cannot take messages on values. NSS and NCC and many of the extra and co-curricular activities can touch the hearts of the students. The campus has great impact on character formation. The students very easily learn from the campus practices what it means to be a citizen respecting values. Messages on cleanliness, love for nature, punctuality, honesty, integrity, love for the neighbor, healthy boy-girl relationship etc. are very easily passed on through everyday life in the campus. Teachers have a very important role to play in imparting values and character formation of the taught. Teachers, who are 'gurus' according to Indian tradition, in a way occupy a position above the parents. They have the responsibility to be role models and they should remember that students watch them inside and outside the campus. Students look up to the teachers for love and guidance and a little act or word of kindness from the teacher and recognizing the merit and the encouragement given easily touch the heart of the students. The role of the teacher as counselor is very vital as he/she can speak to the heart of the student who comes with a problem. Great

men have acknowledged the role the school or college has played in forming them as a great personality. Educationists should realize this vital responsibility of education.

Key Words: Values, Curriculum, Extra Curricular, Co-Curricular, Counsellor and Role Model

INTRODUCTION

A good education is nothing without strong values, as both are needed to create great leaders. There were many well-educated people, those without moral values failed to use their knowledge wisely. The younger generation who was the products of parents too busy with work and teachers too focused on academic excellence to instill in them proper values. Instilling values such as gratefulness and preserving one's good name is an essential part of molding worthy members of society. Unfortunately, we are now so distracted with material wealth and luxury that we have forgotten the importance of such values. Hence it is the duty of the educationalists to rethink our system of education, so that they can develop values and its uses among students. Students are the future of our nation. We are taught moral lessons at home and in school such as love fellow human beings, respect elders, no wrong things should be done, never speak lies, love your country, don't be jealous etc. But nowadays everywhere crime flourishes. We see corruption; old people are sent out of home and treated badly. People are unaware of the truth. Jealousy has become the overall base of life. The importance of life should not be taught, but should be trained. We want to have the training through which we develop the feelings of Nationalism and cultivate values in our lives. Besides education, we should be deeply involved in such works through which we develop feelings of love and brother-hood. It is the responsibility of our parents and teachers to make future builders of the nation. A good education is nothing without strong values, as both are needed to create great leaders. There were many well-educated people, those without moral values failed to use their knowledge wisely. The younger generation who was the products of parents too busy with work and teachers too focused on academic excellence to instill in them proper values. Instilling values such as gratefulness and preserving one's good name is an essential part of molding worthy members of society. Unfortunately, we are now so distracted with material wealth and luxury that we have forgotten the importance of such values. Hence it is the duty of the educationalists to rethink our system of education, so that they can develop values and its uses among students. Students are the future of our Nation. We are taught moral lessons at home and in school such as love fellow

human beings, respect elders, no wrong things should be done, never speak lies, love your country, don't be jealous etc. But nowadays everywhere crime flourishes. We see corruption; old people are sent out of home and treated badly. People are unaware of the truth. Jealousy has become the overall base of life. The importance of life should not be taught, but should be trained. We want to have the training through which we develop the feelings of Nationalism and cultivate values in our lives. Besides education, we should be deeply involved in such works through which we develop feelings of love and brother-hood. It is the responsibility of our parents and teachers to make future builders of the nation.

EDUCATION IN HISTORIC DAYS

In olden days we used to have "Gurukul" type of education system in India. The students of gurukul lived a life of tutelage and learnt everything taught by their guru with love and also by putting in lot of hard work. In the gurukul every student was treated equally irrespective of caste and economical status. The students are supposed to leave their homes and their loved ones and come and live at the gurukul ashram for years to learn the lessons of life from the guru. At the end of the training the students emerged as responsible individuals who were well learned and capable of undertaking any challenge in life. We can explain it in the same way as mud made by God being beautifully molded as water jug by the potter. We can further apply it to our own lives. Our physical body makers are our parents, like God. But our life makers are our gurus (teachers) who give us a particular turn, shape to our life, just like a potter (www.amazon.co).

EDUCATION TODAY

Today Education has become just a nine-letter word as a superior term in the dictionary. More over Education system became a business where it is treated like any other profession. The problem is also with us. It is we who make the society. If we improve ourselves, we can improve our society. No one is a born a criminal or a spoilt person. It's the environment that is deviating the child way from taking the right path. Good teachers can bring the change with good education imparted to the students. Education is the combination of literacy and morale values. We can't get good quality of Education if they were to be seen in isolation (www.amazon.co).

There are multiple ways of handling student's behavior which would vary with the nature and intensity of the behavior and different stages of student development. Teachers need to exercise the choice as to how they respond to student's behavior/ misbehavior. One of the proactive classroom strategy mastery learning should been discussed.

AREAS OF VALUES

There are two areas of values which are, explicit values and implicit values where: explicit values education is associated with those different pedagogies, methods or programmes that teachers or educators use in order to create learning experiences for students when it comes to value questions. Implicit values education on the other hand covers those aspects of the educational experience resulting in value influence of learning, which can be related to the concept of hidden curriculum (Cheng et al., 2006).

This discussion on implicit and explicit raises the philosophical problem of whether or not an unintentional action can be called education.

American psychologist Lawrence Kohlberg who specialized in research on moral education and reasoning, and was best known for his theory of stages of moral development, believed children needed to be in an environment that allowed for open and public discussion of day-to-day conflicts and problems to develop their moral reasoning ability

Values incorporate unity, peace, happiness, hope, humility, simplicity, trust, freedom, co-operation, honesty, courage, love and other programmes to help them form a values-based model of teaching (Cox, 1988).

We believe that these values are important for the personal development of our school-going population. They also define the moral aspirations of the democracy as defined in our Constitution and Bill of Rights. The definition we give to values today is an avenue to imagining the future character of the people. These values are therefore the moral aspirations which should regard as desirable.

WHAT IS MASTERY LEARNING?

Mastery Learning is a framework for planning instructional sequences, formulated by John B. Carroll (1968) and Benjamin Bloom (1971). Mastery learning provides a compact and interesting way of increasing the likelihood that more students will attain a satisfactory level of performance in school subjects. Recent work has sharpened the idea, and contemporary instructional technology has made it feasible (Joyce & Weil, 1996: 329).

The mastery learning model is aimed at providing appropriate learning environments by considering the individual differences of the students so that they do not hinder the target learning activity. According to this theory, if the related introduction features of the learner along with the teaching activities are positive, the learning output will reach a high level and in respect

to these outputs, the differentiation between the learners will be at the minimal level (Kazu, 2005).

VALUES AND PHILOSOPHY OF MASTERY LEARNING

Values are framed by three considerations of educational philosophy of mastery learning. Firstly, it is to develop the intellectual abilities and critical faculties of learners in our schools. Secondly, the approach is to include the rich variety and diversity in culture, language and mores of our citizenry. Thirdly, it should equip learners with the skills to deal with the many challenges of the cycle of life (Wilmot James, 2000).

TRAINING BROADER VALUES BY MASTERY LEARNING MODEL

Today students should acquire many values hence a teacher should help the students to acquire the following life and career values which is possible by mastery learning.

Flexibility and Adaptability: These two are the corner stone of mastery learning. It includes options for how to learn in various ways that are flexible and adaptable to the students' background knowledge, abilities and preferences. Students must be taught that dishonesty and cheating is wrong, and will get nowhere in the future. While using the mastery learning model of teaching, they learn honesty by not hurting or cheating, because this learning will eventually catch up in the end with bad consequences.

Initiative, Self-direction and Hard Work: Nowadays, so many students want to cheat and cut corners in their studies, because they are lazy and don't place any value on hard work. This concept will be changed by using mastery learning. It requires the students to take the initiative and self-directed as they choose which learning opportunities to experience.

Social and Cross-cultural values: Students learn social values of working with whoever was at the same point of learning not waiting until their friend caught up or assuming they were ready to move on just because their group did. This dynamic and often self-directed grouping process gave students an abundance of practice at social values. The students also acquire the key social values of politeness and patience. Unconditional Love and Kindness will develop through this model. Because, in most cases, love is conditional and it will be back in return. This, however, is not the real meaning of love. Love should be unconditional. With more love in the world, kindness will follow and replace cruelty.

Productivity and Honesty: Students must be taught that dishonesty and cheating is wrong, and will get nowhere in the future. While using the mastery learning model of teaching, they learn

honesty by no hurting or cheating. Students are held completely accountable for their own learning in mastery learning. The students were accountable and productive in order to progress through the course.

Leadership and Responsibility: Students are responsible for their learning. There was no way they could not be. The students choose which activities to do learn the content. The students themselves requested the quizzes and labs when they were ready. The students were responsible for tracking their own progress and for keeping an appropriate pace in the course (Morgan, 1997: 12).

Respect for Others and Co-operation: To achieve a common goal, it is necessary for all people to work together. In mastery learning, the fast achievers will wait till they also become master in the content so that they should include respecting different religions, races, sexes, ideas, and life styles (Kuehn)

TEACHERS' ROLE IN MASTERY CLASSROOMS TO DEVELOP VALUES

Teacher plays a vital role in developing values among students. In mastery classroom, the teacher work with a messy environment, in which each student stood, what they were working on, how they preferred to operate, their strength and weakness in the school year than even before. They can spend more individual time with each student and try to know them both academically and personally much more quickly (Morgan, 2011).

Teachers need both freedom and fortitude to address the real social world and to engage students in critical thinking about controversial topics. As they work to help students come to grips with social issues, teachers have both a responsibility to avoid inappropriate promotion of their personal views and a right to expect administrative and community support for their citizen education efforts (Gentile & Lally, 2003).

EVALUATION OF VALUES IN MASTERY CLASSROOMS

The purpose of evaluation is to gain information about the relative value or worth of the mastery learning process in a particular setting. One can determine mastery learning has made any difference in their values, what intended or unintended changes have been occurred and how application of the process might be improved. Evaluate promotion of the values of equity, tolerance, multilingualism, openness, accountability, self-respect, self-concept, and positive attitude towards the society as well as education and social honor at our schools through mastery learning (Guskey, 1997).

CONCLUSION

By values we mean desirable qualities of character such as honesty, integrity, tolerance, diligence, responsibility, com-compassion, altruism, justice, respect, and so on. We would like our young adults to possess these values and therefore for our schooling system to actively promote them. The promotion of values is important not only for the sake of personal development but also for the evolution of a national character. The definition we give to values today is also an avenue to imagining the future character of the nation. Schools will adopt at least ten percent of the student's grade will be based on how well she/he practices moral values inside and outside the classroom. Everyone will take the oath as, "I promise to be loyal to my country, and to do my best to promote its welfare and the well-being of all of its citizens. I promise to respect all of my fellow citizens and all of our various traditions. Let us work for peace, friendship and reconciliation and heal the scars left by past conflicts, and let us build a common destiny together".

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