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## Student Center New Teaching Strategy

**Abstract:** Education works best when students set goals for themselves, clarify their purpose, deliberate with others on the rules, evaluate themselves, their peers, the process and the teacher and not wait to be told what to do and what things mean, when you have intentions, power, responsibilities, and purpose, you are more connected to what you do and focus more intelligence on your experience shore 1996.

The democratic side of a critical pedagogy means not ignoring, silencing or punishing unhappy students but rather inviting them to make their criticism public for deliberation. Giving students the power to control their learning is both empowering and liberating.

In order to lecturing if we sharing power with students became active participants in their education. By sharing authority and assuming teaching roles, students take greater responsibility for their educations, which one translate into a more intense relationship between them and the learning process. This type of power sharing between two teacher and students, become a change agent Hear in my paper I had discussed 'problem posing model for liberating the learner and its phases'.

### A) Introduction:

Liberating education consists in acts of cognition, not transferrals of information. It is a learning situation in which the cognizable object intermediates the cognitive actors teachers on the one hand and students on the other Frier 2001. Frier's metaphor of the banking method of education and asserts it is far better to have no lecture and use participation. In reflective teaching the teacher poses the question, listens carefully and represent to the students what they said for further reflection. Teachers learn from student learning. Frieze's believes that humans are naturally inquisitive and curious about life and development through dialogue and shared authority. He also believes that unilateral information hampers the joy of learning. He says both teacher and students start at less than

zero or more than zero simultaneously as the project begins. The zero paradigm supports a culture inquiry and delivers a dominant syllabus that silences critical thinking (fierier 1970) on the basis on this theory shore developed his own model for problem posing which he calls the Third Indian (shoer 1992) am going to discuss eleven phases which liberate the learner.

**B) Problem posing technique** – problem posing is more of an art than a science. In this technique there are eleven phases which provoke student to think and learn

The phases are –

- Posing the problem
- Reflecting on the problem
- Presentation of literacy development skills
- Group reports and class dialogue



- Synthesize and re-present student responses and identify second level problem.

- Literacy Development / skills exercise: second cycle.

- Group reporting / whole class, second cycle

- Integrating materials

- Interim class evaluation

- Dialogic lecture by the teacher

- Student Responses to the Dialogic lecture

- Solutions / Alternatives / projects

- **Posing the problem:**

A problem can be posed verbally or non verbally media Nature of the problem like what is new? What do you know? How you can implement? How it differs etc. it can be generic, academic or social.

- **Reflecting on the problem:**

After posing the problem how to reflect on the problem is not the issue It may be discussion in pair, in group or individual. It has many alternatives.

- **Presentation of literacy developed skills:** then class should compose rough essays. So a focus on literacy is important then students should read their essay in another group then it becomes collaborative activity. In this phase they develop their literacy skill and community building skill.

- **Group reports and class dialogs:** At this stage student develop a written response to the problem & it had be reviewed & discussed in peer group because of this activity all students comes into the process. After that they develop the paper. From this experience they create a valuable learning experience.

- **Synthesize and re-present student responses and identify second level problem:** Then they review their note as a raw material & ask next questions which is related to the keep issue. This gives them insight of synthesizing a new

problem for the next level of dialogue.

- **Literacy development / skill exercise:** second cycle: Hear student write his / her key problem from very first responses. They do literacy development exercises. Then again read their papers in small group and also discuss their ideas. The chaining floor ants of problem solving helps simulate student attention and make them to compete with the habits formed in mass culture.

- **Group Reporting / whole class second cycle:** Hear whole class dialog at the second level. Each member takes notes and mentally sinter sizing there texts into critical problem to re-present for dialogue. They all ask questions to each other for deeper understanding. Then gives them intellectual & emotional feedback. So student themselves would select for the learning.

- **Integrating materials:** whole class dialogue on the main questions. Student themselves develop the questions on the reading matter so the dialogue remains student cantered. Then he select the readings he/she introduces a new discourse into the process. Because of selecting the reading matter he makes a value. Laden choice. The three interventions- Thematic, usage, and process are each different roles for the teacher and requires forms of expertise.

- **Interim class evaluation:** After the completion of few cycle of a dialogue and some feeding material completed he will ask the student to evaluation the class & then he consults to students about what changes they would suggest.

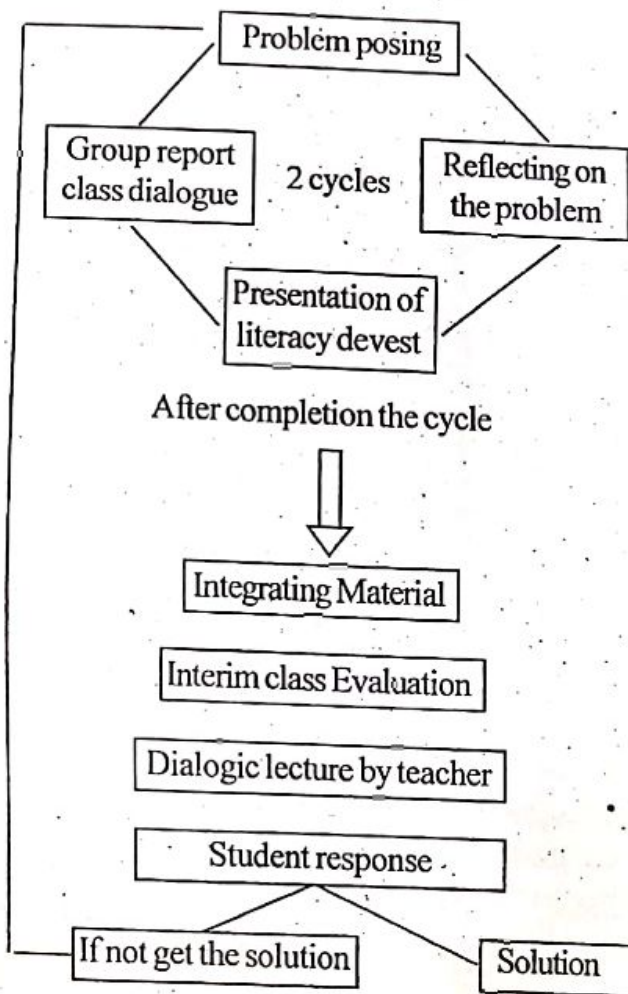
- **Dialogic lecture by the teacher:** Then teacher conduct a didactic lecture. He presents his extended comments. Dialogic lecture accepts the democratic discipline of the process. It is valuable and delicate moments in the problem posing hear teacher is responsible to share their academic knowledge and perspectives. However the teacher



cannot impose their values on the student.

• **Student Response to the Dialogic lecture:** These lectures are risky because they silence statements if the teachers talk more to theoretical, too remotely from themes already underway. The lecture must be respectful to the student opinion.

**Solution / Alternatives / projects:** Hear problem posing dialogue follows a Pean of pose a problem write on it then discuss in peer & follow the process.



Problem posing Education Hear Dialogue is not only Questions answers bet the two or more people. But at heart a kind of social relation that engage its participants. True dialogue can not exist unless the dialogues engage in critical thinking which perceives reality as process, as transformation, rather than as a static entity. If we use this method in teacher training then liberation is possible.

**C) Concluding** – friends first we should learn the theory of learning what is learning? What are skills for knowledge acquisition? Knowledge is not a set commodity that it passed from the teachers to the students. Students must construct knowledge from knowledge they already possess. Teachers must be a democratic process to avoid teaching authority dependence. Teachers must become learner and the learners must become teachers. Educators need to know what happens in the world of the children with whom they work they need to know the universe of their dreams, the language with which they skilfully defend themselves from the aggressiveness of their world, what they know independently of the school & how they know it theory of society.

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**Thoughts.....**

Keeps your thoughts positive because your thoughts become your words

Keeps your words positive because your words become your behaviour

Keeps your behaviour positive because you bahaviour becomes your habits

Keeps your habits positive because your habits become your values

Keeps your values positive because your values become your destiny....

- Mahatma Gandhi

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