

## Quality in classroom transaction

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### Abstract

Classroom transactional practice includes teacher, content, environment, assessment, mode, style etc. For effective classroom practices quality relationships should be built. Building quality relationships takes time; developing students' ability to make appropriate choices take time; fostering and maintaining harmonious classroom environments takes time; allowing students to learn from their mistakes and develop strategies for restitution takes time. Within any classroom there is a constant dynamic transactional process developing. As a result, it is increasingly likely that as the children become older, a parental stimulus directed at a child ego state will result in an adult to adult response. Even though the response is perfectly reasonable, and indeed would be sought in most circumstances, in this case it leads to a crossed transaction and the potential for a negative conversation. Transactional Analysis is an exceptionally useful tool for helping colleagues to understand their interaction with students, as it explains clearly why some negative transaction which we all have from time to time result in negative responses. However, it also helps us to develop strategies which we can practice and mature, which will help with longer term relationships with students, bring more positive relationships to all concerned, and help in developing (as opposed to managing) behavior.

**Keywords:** teacher, content, environment, assessment, mode, style etc.

### Introduction

Teaching has been one of the oldest and respected professions in the world. The role, functions, competence and preparation of teachers have undergone a dramatic change from time to time but the need for teachers has been imperative for all times. The changing times as well as the requirements of the society have necessitated changes in the ways of teacher preparation. In the Vedic India, the teacher enjoyed special status and position. He was held in high esteem by the society and this was due not only to learning and scholarship, but also to qualities of head, heart and hand.

Teacher's belief, attitudes and philosophies are revealed in our classroom transactions with students. How we use humor, how we react to student questions or challenges, and other variables all make the styles element of the teaching Learning Transaction model. Together they challenge us to examine our humanness as witnessed in our classroom attitudes towards students, and education in general.

Quality in teaching learning transaction practices is based upon development of cognitive competencies. Meta cognitive competencies, social competencies and effective disposition among the students. The cognitive competencies is a problem solving, critical thinking, formulations questions, searching for relevant information, making informed judgments, making efficient use of information conducting observations and investigations innovative and creative things and communicating effectively.

Knowledge, skills and productivity of our growing and dynamic work force forms the backbone of our economy. To recap the benefits of such a young work force, we need to implement the reforms in the education systems and also bring forth new factors of production, namely knowledge, skills and technology which have ability to unleash the productive frontiers of the economy in the most efficient and dynamic way. Besides, taking a leaf from the western

hemisphere, India should try to become "knowledge economy" to promote inclusive growth.

Models for effective classroom transaction

The three effective relatively distinct curriculum models that have proven effective with students at various stages of development and in various domain specific areas may be treated

#### 1. The control method

The model tends to emphasize the importance of learning skills and concepts within a predetermined domain of inquiry. Students are encouraged to move as rapidly through the content area as possible and thus content acceleration in some model tends to dominate the application of this model in practice. When the diagnostic- prescriptive (DP) instructional approach is utilized, students are pre-tested and then given appropriate materials to master the subject area segments prescribed.

#### 2. The process-product model

It is a highly collaborative model that involves teacher-practitioner- student as an interactive team in exploring specific topics. It places heavy emphasis on learning investigatory skills that allow students to develop a high quality product. Consultation and independent work dominate the instructional pattern, culminating in student understanding of the scientific process as it reflected in a selective exploration of key topics.

#### 3. The epistemological model

It focuses on students understanding and appreciation of systems of knowledge rather than the individual segments' of those systems. It reflects a concern for exposing students to key ideas, themes, and principles within and across domains of amplification by new examples in the future. The role of

the teacher in this model is as questioner, raising interpretive issues for discussing and debate. Students focus their energies on reading, reflecting and writing.

#### **4. Methods for quality transaction**

Suitable pedagogical methods enable the learners to apply appropriate skills in a specific context. Only those methods are expected to be effective that are primary interactive and participatory and are focused on providing positive attitudes and interpersonal skills. The following pedagogical methods are recommended as they are likely to be effective.

##### **Question box**

It is an effective interactive process for acquiring authentic and accurate information about any curricular area. Question box activity will also create an enabling environment and is a good entry point for organization of learning experiences on adolescence education in schools.

##### **Role play**

Role play is an activity presenting a small spontaneous play which describes possible real life situations. Role play allows students to stimulate real-life situations with the aim of preparing them to handle similar situations in life.

##### **Situation-analysis and case studies**

Situation analysis allows learners to think, analyze and discuss situations they might encounter. Case-studies may be based on real cases or hypothetical situations but should raise real issues. The purpose of a case study is to present learners with a situation, giving sufficient background information to analyze and compute the outcome of events, or to provide solutions to specific problems.

##### **Value clarification**

Value clarification may be used as a potential educational activity aimed at skill development which influence the way an individual thinks, behaves and take decision on different issues. It is important to note that value cannot be perceived as right or wrong, good or bad.

##### **Group discussion**

Group discussion as an educational activity provides opportunities to involve learners in an interactive process of experiential learning. In a group discussion each group or every member of the group examines a problem or an issue intensively and comprehensive.

##### **Debate**

Debate is an interesting activity for probing into controversial issues. It provides a proper setting for individuals to be logical in verbal and written communication and helps them in taking a rational position on any issue.

##### **Quiz content**

It enables students and other learners to gather varied information on the selected theme or topic and understand the implications of different aspects of the concerned issues. It provides opportunities to learners to be exposed to various dimensions of different issues and acquire authentic knowledge about them.

##### **Brain storming**

Brainstorming is a method used for problem solving or generating different possible solutions to a problem. The purpose of brainstorming is to come up with as many as possible without regard to quality. With as many team members as possible are contributing their possible.

Quality control in the classroom means maintenance of quality experience in the classroom than of maintaining efficient 'control' in the classroom, although there are of course aspects that are related. Quality control in the classroom is the process of relevant values applied with consistency and flexibility, within both implementation and self-review processes. Ideally, classroom education is a rich and deep experience for students wherein meaningful understanding of relationships, within and between the social and physical environments, referenced to both community and individual can be developed.

The 'classroom' however is rooted in remnants of the liberal-humanist tradition and provides a particularly complex pedagogical arena. The classroom sometimes serves as a clumsy coercive mechanism where teacher's expertise act as the regulator for government at a distance this essay therefore focuses on an investigation the 'values' which educators bring to an education environment and seek to develop within students. Less emphasis in this essay is given to the environmental dimension this is given to either the substantive dimension or the behavioral dimensions. Additionally, transaction and inclusively are given more emphasis than antecedent conditions. This approach reflects my belief that consciousness of the interpersonal transactions between students and between students and Teacher form the core of any 'quality' that may be controlled.

Quality control in the classroom is fostered by development of a positive environment in which critical-exploration skills are encouraged and the development of conscious- values is facilitated. Pedagogical concerns such flexible teaching practice and flexible learning processes are supported through this emphasis. Quality control can be maintained through implementation of curriculum modules designed to support students on both personal and systemic levels to develop of conscious- values is enhanced. Review processes should be ideally is structured so that students are encouraged to become informed by the process. This requires review research paradigms that assist both an educator and students to reconceptualise their own learning strategies and review their own learning outcomes. In order to facilitate quality control of these aims, students should be supported to explore broadly within units that allow for multiple paths and multiple outcomes and processes of mutual review must be applied to any analysis of effectiveness.

Quality in classroom practices can be developed by adopting quality learning environment skills. These skills help in monitor the effectiveness of learning environment and continuously work to improve it. These are discussed as following:

##### **Risk-taking**

The self- confidence to put oneself into challenging environments that require an ever-increasing level of performance and possibility of failure.

### **Following convictions**

Consistency acting according to one's belief; this behavior builds trust, an essential component of a learning environment.

### **Respecting**

Feeling and showing honor or esteem for others in the learning environment; showing consideration for the different qualities they bring to it. Without mutual respect, creativity is limited, people avoid risks, and the likelihood of inducing quality collaboration lessens.

### **Committing to other**

Pledging one to work for the well-being and success not only of oneself but of others in the learning environment. This is often done formally with all parties completing and signing a pledge or contract outlining the details of their commitment, listing the actions they will take.

### **Valuing process**

Valuing the methods used to do something, as opposed to merely valuing the accomplishment itself. In other words, unless students actually see the value of the methodologies used (such as sharing, collaborating, and assessing their own work) and openly engage in using them, it will be difficult for authentic learning to occur.

Effective classroom teaching needs good planning on the part of teacher. Teaching effectiveness is measured by the lasting quality of instruction, the impression, recollections and the habits of thinking. Quality comes from people who care and who are committed. In educational field, it is the teacher who shoulders the responsibility of quality in classroom transactions. It needs good planning, good personality of teacher that is voice, gesture, posture, interaction with students and good communication. To make the teaching more effective, immediate feedback should be provided and followed by demonstration of appropriate behavior. Teacher and students need to know each other well to create the bonding that helps the classroom environment.

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