

Excerpt

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ABSTRACT

Decisive components in the teaching-learning process are the educators and the learners. The Minds-on*Hearts-on*Hands-on Engagements in three types namely: the cognitive, affective, behavior and motor engagements are featured and emphasized to manage a supportive research and educational sphere. Research and academic courses can better be appreciated if they co-exist with learner-centered philosophies of creative pedagogy, andragogy and heutagogy accentuated through globally accepted and implemented innovative techniques such as game-based, gamification, hybrid, immersive and adaptive learning mechanisms. Teaching is not about being fully engaged in talking as the traditional authoritarianism projects but it is about being creative in selecting options that should work for the learners' benefits thus leading these learners to be innovative, self-directed and self-determined to acquire knowledge attitude and skills.

DEDICATION

For all educators and learners as they explore the jungle of innovations.

ACKNOWLEDGEMENTS

As educators we can become what we are committed to in the research and educational contexts. The authors of this book relay their most sincere gratitude to Kampala International University for the warm treatment and unconditional support for the past 10 years of hard work in this progressive university and to the KIU scholars, ISR staff, and supporters of the MHHLP/MHHLE initiative, friends and colleagues for the showers of belief and trust on the authors. Most of all, the One who deserves our best, GOD Almighty for all the graces and as HIS servants we don't try to use HIM for our purposes but we let HIM use us for HIS purposes.

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FOREWORD

The world of the academe is where there are more than endless options for the educators to decide which work and do not work to bring the learners to the climax of fulfillment and satisfaction for a meaningful and significant learning.

When faced with the challenges of teaching for the students to learn, a decision maybe anyone of these... “to do something or do nothing”, “ teach the subject or teach the student”, “ to choose from a variety of options or not” and so on with no end at all. In this digital age, teaching for students to learn should not lag behind. Gone should be those days that the students were forced to read and threatened in order to learn.

We have reached the time when artificial intelligence or the robots are created and invented to do anything that the inventor may want to make things easier. Someday, the robots may dominantly take over what humans do. Nevertheless, the robots can never be human beings created by GOD. Therefore, in an educational climate, the learners should not reach that circumstance where they are left to look like zombies and robots because of not being engaged in their learning or dictated on what to learn.

This book then has good intentions as seen in its contents (cognitive, affective, behavior, motor engagements within maximum utilization of the learner-centered philosophies of creative pedagogy, andragogy and heutagogy navigated under innovative learning mechanisms such as game-based, gamification, hybrid, immersive and adaptive techniques, applied research and development components of the MHHLE), that will take through an enabler in teaching to realize that students are human beings with feelings and intellect who can actively do things and work out these things to reach a lifelong learning and application for his future and for the society at large.

1 INTRODUCTION

The MHHLE is an elaboration of the Three Pronged Engagements in Higher Education: Interactive Modes of the Mind*Heart*Hands-on Learning Project (MHHL) which is a cost effective (institutional resources maximized), non-monetary profit (free services) and value driven (intellectual and social responsibility) initiative of the Institute for Social Research (ISR), Kampala International University (KIU), Uganda, East Africa. This project is in three types of learner engagements namely, cognitive, affective/behavior and motor engagements expressed in three activities to wit (1) Activity 1: free enhancement workshops/seminars weekly on research topics, social issues, statistical software such as EXCEL, SPSS, STATA; (2) Activity 2: in-house research forum twice/year with free registration, free services on statistical assistance, assistance on research mechanics, editing of articles, international publications, power point presentations; (3) community extension services/community based research twice/year in 3 pronged approach: knowledge sharing through seminars, lectures; skills development through computer hands-on and goods for free after attending the 2 latter activities.

This MHHLP is a noble endeavor and has a desirable future of expanding to the other educational branches of KIU in Western Campus, Uganda, Tanzania and Nairobi. In a gradual manner, the changing perspective advocated by this project will hopefully be disseminated in East Africa, the larger African continent and globally as KIU is a member of high profile organizations such as the Inter-University Council of East Africa, Association of African Universities, Association of Commonwealth Universities and the United Nations Academic Impact. This project may either be enhanced or utilized as a basis to create a new educational horizon in higher education.

The MHHLP is an ongoing research based project of the ISR , KIU that utilizes an applied research and development component (action research, evaluation research, experimental research) and in its second year of implementation (from March 2014). This project is in support of the proactive stance of KIU on the triad functions of higher education institutions/HEI (teaching, research and community service) and the noble directions of the high profile organizations to which KIU is affiliated, the United Nations Academic Impact (UNAI) commitment principles for a shared culture of intellectual responsibility and Association of Commonwealth Universities (ACU) Member Communities (Engage Community, Research, Knowledge and Information Community).

The MHHLE, as an elaboration of the activities 1 to 3 of the MHHLP is extended to internal and external networks; primary, secondary school teachers and educators in higher education. The concept of the MHHLE and its contents were excerpts that earned its credibility and applicability from these bases/references:

Shortlisted project of the authors on innovative teaching-learning judged by multi-disciplinary and international experts as an innovation in education from over 500 global competitors for a global award (Oscars of Innovation In Higher Education) of the Wharton QS Stars Reimagine Education Awards 2015, Philadelphia, Pennsylvania.

MHHLP write up of the ISR-KIU submitted and received by the organizers of the WISE Prize Project Award 2016, Qatar.

Internationally published book of the first two authors entitled Innovative Teaching-Learning at Postgraduate Level: An Advocacy, A Creative Pedagogy Package from Actual Experience and Experimentation, GRIN Verlag, Munich, Germany, ISBN (eBook): 978-3-668-06640-3, <http://www.grin.com/e-book/306620/>, ISBN (Print): 978-3-668-06641-0.

Best Paper Award of the main author (International Conference in Computer Science, Humanities and Education, April 1-2, 2015, Flora Grand Hotel, Dubai, UAE; Organizers: Canadian Research Center for

Humanities and Science (CRCHS), Training Center for Social Science and Education (TCSSE), Ontario, Canada.

2 THE MHHLE IN DETAIL

A challenging decision of an educator is either to make or unmake, humanize or dehumanize the student or make a difference in the student's learning process. Engaging the learners for a meaningful experience in the educational climate may still remain a subtle challenge among educators in higher education hence the necessity of the educators to align their teaching with strategic practices and approaches that navigate the learners to be actively immersed, learn and participate freely and responsibly cultivating the cognitive, affective, behavior and motor aspects of their learning.

Each educator has his/her strengths and preferences when managing a classroom scenario. Ideally, an effective educator should possess a variety of teaching techniques to accommodate students' learning needs. There may not be one single best approach to teaching as there is more need for flexible teaching approaches.

The prevailing scenario in the educational arena nowadays is where the teacher is no longer an authoritative figure in the students' learning but rather an enabler. Organizing a course into meaningful bits of activities, situations and experiences will be better absorbed and lasts indefinitely in every learner's academic life. Further, in this context, the course is taught better and the students learn more if the students themselves are involved in their learning.

Innovative teaching-learning addresses the challenge of a paradigm shift from the traditional and conservative ways towards creating an educational climate for the learners to take more responsibility of their own learning in an academic environment where they find more meaning.

Sumil et al., 2015

The Premise to which the MHHLE is Anchored

1. Students learn more by not being told but by doing things themselves.
2. The students are not receptacles of passed on knowledge but they are human beings with God given multiple intelligences.
3. As human beings, the students are not blank slates and do not only possess the mental processes of thinking, remembering, analyzing but they are total individuals who carry along with them their needs, wishes, experiences, worries, dreams, fears, sickness and emotions that can be prevented to come out

of the fore while in the classroom if the teacher navigates them to be fully engaged in their learning through innovative approaches.

4. A sensitive teacher has a long way before him/her to enable learning to take place rather than concentrating on performing as a teacher.

5. It is the student that should be taught not the subject.

6. The teacher has taught if the student has learned.

Source: Sumil, N., et al 2015 , Innovative teaching-learning at postgraduate level: An advocacy, a creative pedagogy package from actual experience and experimentation, GRIN Verlag, Munich, Germany, ISBN (eBook): 978-3-668-06640-3, <http://www.grin.com/e-book/306620/> , ISBN (Print): 978-3-668-06641-0.

Objectives

1. To create a supportive student-centered, facilitator-driven, value driven, active and proactive research and teaching-learning environment that:

1.1 blends theory and practice

1.2 makes the abstract concrete

1.3 leads the students to be self-directed and responsible to learn and conduct research

1.4 substantially engages (cognitive, affective/behavior, motor engagements) the learners for a meaningful experience

1.5 the learners exhibit (apply/share) to the outside world competencies acquired, positive values, self-efficacy and creativity

2. To assist in enabling the educators and adult learners to be fully engaged in a research and educational climate and undergo an ageless paradigm shift from the traditional teacher-centered authoritarianism and self-imposed boundaries to co-existing with learner-centered philosophies of

creative pedagogy (innovative teaching learning), andragogy (self-directed learning) and heutagogy (self-determined learning).

The Premises to which the MHHLEs are Anchored

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3. As human beings, the students are not blank slates and do not only possess the mental processes of thinking, remembering, analyzing but they are total individuals who carry along with them their needs, wishes, experiences, worries, dreams, fears, sickness and emotions that can be prevented to come out of the fore while in the classroom if the teacher navigates them to be fully engaged in their learning through innovative approaches.
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The Educational Context of the MHHLE

A. The Substantial Engagements

*Minds-on/Substantial Cognitive Engagements: The recipients are interacting in depth and in a thoughtful manner with the learning content and able to comprehend complex ideas and skills.

*Hearts-on/ Substantial Affective and Behavior Engagements:

1. Affective Engagements: The attitudes, appreciations, values of acceptance, interest and sense of belongingness towards the learning tasks.

2. Behavior Engagements: Manifestations of determination, devotion, self-regulatory strategies, completing the learning task; willingness to participate in the learning process

*Hands-on/ Substantial Motor Engagements: The mind and hands coordinate to perform a learning task; building mastery, precision, creativity maximizing the motor skills of the recipients using tools, devices, materials and activities that the hands can touch, manipulate and practice respectively for better retention of information/knowledge, skills and development of positive attitude.

B. The Learner-Centered Philosophies

Creative Pedagogy: The science and art of creative teaching; "... an innovative art of teaching categorized as theater based that greatly involves the student in his learning to develop him into a self-reliant, responsible, critically minded and creative character or actor in the theater of learning "(Sumil et al., 2015).

Andragogy: The science and art of helping adults learn; employs student-centered and facilitator-driven techniques; self-directed learning (self-empowered to explore) orchestrated by mutual planning between the educator and the learner based on the latter's needs and interests.

Heutagogy: The study of self-determined learning; the learner acquires competency (proven ability for knowledge & skills acquisition) and capability (confidence in his/her competency for appropriate & effective action in new, familiar or unfamiliar situations); blends practice with theory.

C. The Learning Mechanisms

Game-Based Learning: Enhancing the learning experience to suit to the learning content utilizing games.

Gamification: Game components with points or rewards added to the existing course structure delivery.

Hybrid/Blended Learning/Mixed Mode: Combines traditional, face-to-face class time with online and out-of-class course work (ex. 30% of traditional classroom setting replaced with on line/out-of-class work).

Immersive Learning: Places individuals in an interactive learning environment, either physically or virtually, to replicate possible scenarios or to teach particular skills or techniques. Examples of immersive learning are simulations, role plays, and virtual learning environments (<https://www.trainingindustry.com/taxonomy/i/immersive-learning.aspx>).

Adaptive Learning: Uses computers and technology to facilitate comprehension and retention based on the unique needs of the learner (<http://study.com/academy/lesson/adaptive-learning-definition-history-methodology.html>).

Educational Challenges Underscored

“...the role of the teachers remains the same: to prepare the succeeding generation to make a worthwhile contribution to society and mankind as a whole. However, the needed strategy for successfully accomplishing this role needs to be seriously addressed. Further, it is never too late to speculate on better approaches in the academe that can make the teaching-learning a lasting and momentous experience for the learners”.

Sumil et al., 2015: 3

Within the context of higher education, revealing observations in some universities portray a (1) reluctant change from traditional/conservative lecture method; (2) a 3 hour session with the lecturer fully engaged in talking or reading his hand-outs while the learners are just listening and making notes but not personally challenged to interact; (3) lecturers using notes, inputs and hand-outs not updated; (4) two sets of lecturers are employed, one who has the content and teaching methodology and the other who has the content but does not have the teaching methodology.

Some curriculum pushes the learner into some set patterns such as batteries of written examinations over oral examinations that actually account for rampant and chronic written examination malpractices. An innovative revalida or oral examinations would have made a difference where the learner could express himself freely setting aside the agony of writing

A gap in perspective is existing regarding the word lecturer as believed to be a prestigious term than the word teacher (for primary, elementary and secondary institutions only) thus the lecturer goes to class, delivers the lecture and no more no less. Because of a hundred students to one lecturer, it is alarming to note on what type of learning the student gets and how competent, safe and secure will this student be when he goes to work in the future.

Sumil et al., 2015: 3

Importance of Addressing the Educational Challenges

Surviving and thriving in the globalization, digital revolution and knowledge economy therefore require educators today to be enablers in the higher education sphere to develop lifelong learners who are able and capable of applying their competencies and skills in various societal situations simple or complex, familiar or unfamiliar they maybe. Although at this time, information technology (IT) has had its amazing breakthroughs in the academe and industry, not all educational institutions can afford such IT revolution. The MHHLE do not demand involvement of IT all the time but the use of available resources, one's own human body parts starting from the brain down to the hands and feet.

Educational Tools and Methodologies

Very vital to the success and positive impact of the MHHLE is the interest, creativity and commitment of the educator to maximize the potentials, talents and abilities of their learners.

Hence the MHHLEs sensationalize a paradigm shift from the traditional and conservative lecture method commonly utilized vs. an engaging, argumentative, critical thinking and challenging teaching-learning orchestrated through innovative utilization of non complex and handy educational tools and methodologies such as library scanning, worksheets and drills, revalida/oral examination, critique/analysis of situations, interactive dynamics, interactive seminar, journal sharing, academic debate, panel discussion, action research, reflection and reaction papers, research forum, case report/case analysis, observational tours/educational trips, caricatures, interviews, role plays, news casting, advertising, music, songs, dances, poems, web browsing in synchrony from a variety of these techniques to select from: game-based, gamification, hybrid, blended, immersive and adaptive learning mechanisms as may deem fit for a specific learning content and as may be the choice of an educator.

Key Impacts

Much of significant learning is done by doing and the learners find it more meaningful if what they do are those that serve for their purposes. The key impacts of MHHLE are the following:

1. From traditional teacher authoritarianism to innovative and flexible teaching-learning approaches
2. Students from being told to learn to learning things themselves responsibly
3. From performing as an educator to an enabler of learning
4. From a conservative educational climate to a dynamic academic milieu
5. Creative blending of theory and practice
6. Forward looking and supportive educational environment; non threatening learning environment for self-control and responsibility; proactive experiential learning; freedom to express freely capacities and capabilities of both the educator and the learner
7. Less fear on the learners in taking risks and challenges related to their studies (Sumil et al., 2015)
8. Learning of the students facilitated with a rich learning environment that offers a wide array of materials that can be touched, handled and provide contact with objects and events... (Lindgren, 1980 as cited in Sumil et al., 2014).

3 THE TRAINING TRACK FOR EDUCATORS/ENABLERS

The provision of engaging approaches in the educational and research realms is not just a role to play but an obligation combined with commitment and a calling to create a fully involved/engaged learner. An educator may not have the capacity to enable learning to occur and for this reason the educator may need to equip himself with the knowledge, attitude and skills to become an enabler rather than an explainer or involver in the teaching-learning process. For a successful MHHLE, a simple training track is conceived, drafted and presented as follows. Chapter 2 has reflected some aspects included in this training track such as the learner-centered philosophies and learning mechanisms. The rest of the aspects are elaborated in this chapter then.

THE TRAINING TRACK FOR EDUCATORS/ENABLERS

Inventories

1. Personal Assertions/Social Behavior
2. Multiple Intelligences

3. Keirseian Temperament Styles

4. Change Management Skills

5. Teaching Styles

6. Learning Patterns

Knowledge Sharing

1. Humanistic teaching-learning ... 1-2 hours

2. How can you be an enabler?1-2 hours

3. Learner-centered philosophies ..2 hours

4. Learning mechanisms (game-based, gamification, hybrid, blended, immersive, adaptive) 2-3 hours

Engagement Theme 1 (one day): Experiential involvement of techniques innovative in nature. More doing and more space for the educators and learners to do things, try things out, make mistakes and learn from it (Highlights: Learning Mechanisms).

Engagement Theme 2 (one day): The Enabler in Action. Utilization of innovative tools and educational methodologies (Highlights: Learner -Centered Philosophies).

Inventories

Inventories

The inventories in this section refer to a set of assessments to raise self-consciousness among the educators/enablers with reference to their strengths, weaknesses and values in terms of social behavior, multiple intelligences, temperament styles, change management skills, teaching styles and learning patterns. As the sayings put it “ You can’t teach what you do not have”, “ What you are precedes what you do “ (Maxwell, 2003:77), “ What you are good at is what you are”, “ The values from the heart are more than gifts from the shop”. What is it therefore to become an educator if you don’t take chances to make things happen for your learners? No words can outweigh the fact that the educator must carry his real self ever ready to meet various learner personalities and behaviors. Note: The actual answers to the assessments are placed as legitimate attachments in the appendices.

A. PERSONAL ASSERTIONS/SOCIAL BEHAVIOR

Direction: Encircle the letter of the column that describes your personal assertion/social behavior.

A

B

C

You allow your rights to be violated by someone else; you are apologetic, indirect, inhibited, easily feel hurt, often anxious and angry.

You stand up for your rights while violating others' rights; expressive, direct, active, self-enhancing at the expense of others

You stand up for your right without violating that of the others, express thoughts, feelings, opinions directly & honestly; you feel good & confident; you win by influencing, listening & negotiating

Sources: Critelli, J.W. (1987) Personal growth and effective behavior. New York: CBS College

Publishing.

Maccoby, E.E. (1980) Social development psychological growth and the parent child-

relationship. New York: Harcourt Brace Jovanovich Inc.

Sumil, N., Sumil, M., Sumil, MP., Sumil, MR. (2014) Primum homo esto (let him first be a

man) through parenting: An immortal legacy. 1st edition. Cebu: Philippines: Jubzy Copy

Print.

NB: Please refer to Appendix 1, p.26, for the actual answers.

B. MULTIPLE INTELLIGENCES

Direction: Encircle the letter of the column with descriptions that you feel apply to you.

illustration not visible in this excerpt

Source:

'Howard Gardner's multiple intelligence test'. [Online] Available from:
https://www.google.com/?gws_rd=ssl#q=howard+gardner+multiple+intelligence+test+pdf &
www.achieve-goal-setting-success.com 2007 [Accessed: September 10, 2015].

NB: Please refer to Appendix 2, p.27, for the actual answers.

C. KEIRSEIAN TEMPERAMENT STYLES

Which is your dominant temperament? Please encircle the letter of the column that best describes your temperament.

illustration not visible in this excerpt

Source: Golay, K. (1982) Learning Patterns and temperament styles. (Fullerton: MANAS Systems).

Pui Man Chan (2013) "Learning styles". Veridian E-Journal, vol. 6(7). [Online]

Available from :<http://www.tci-thaijo.org/index.php/Veridian-E>

Journal/article/view/35094. [Accessed: December 27, 2015].

NB: The inventory is adopted from the Keirseian Temperaments Theory of Personality (the way the human personality interacts with the environment) by David Keirse (Pui Man Chan, 2013).

NB: Please refer to Appendix 3, p.28, for the actual answers.

D. CHANGE MANAGEMENT SKILLS

Direction: This is an assessment of how well you manage the demands of change. Please indicate your best response utilizing the rating guide below:

illustration not visible in this excerpt

You...

- 1. try to anticipate and lead change within your organization.
- 2. make full use of the latest worthwhile IT developments.
- 3. take any competitive, technological, and market changes very seriously.
- 4. look for opportunities for radical as well as continuous change.

- __ 5. look to be different, and seek productive ways of creating difference.

- __ 6. take an open-minded approach towards new ideas and possibilities.

- __ 7. link change to any known needs of the customers.

- __ 8. keep your change philosophy simple and concise.

- __ 9. involve customers and suppliers in your plans for change.

- __10. make a full and careful business case for change and change projects.

- __11. break change projects down into manageable components.

- __12. consult widely in the process of deciding on strategy and action.

- __13. obtain people's agreement to the actions demanded of them.

- __14. use and develop teams as the basic units of change management.

- __15. use quick-fix changes for instant results early in the change programme.

- __16. plan well ahead for the long-term pay-offs of change.

- __17. are careful not to create over-optimistic or over-pessimistic expectations.

- __18. seize opportunities to reward, celebrate, and encourage successful change.

- __19. make sure every body knows the answer to "What's in it for me?".

- __20. have effective and adaptable contingency plans available.

- __21. anticipate adverse reactions and plan how to deal with them.

- __22. use well-designed pilots and experiments to test your change plans.

- __23. share relevant information with colleagues and staff as soon as possible.

- __24. work closely with like-minded people who are keen to change.

- __25. own behavior is flexible and highly adaptable to changing needs.

- __26. encourage people to speak their minds openly and to air their concerns.

- __27. tackle resistance to change promptly, fairly, and vigorously.

- __28. use quantitative measurement to obtain the results that you want.

- __29. review and revise the assumptions that underlie the change plan.

- __30. ensure that thorough training keeps people up to date with change.

- __31. start the next change project as another draws to close.

- __32. use self-appraisal to check on yourself and the organization.

Source: Heller, R. (1998) Managing change. London: Dorling Kindersley Limited.

NB: Please refer to Appendix 4, p.29, for the actual answers.

E. TEACHING STYLES

Please encircle the letter of the column that describes you best as a teacher/educator.

illustration not visible in this excerpt

Source: Scrivener, J.(1994) Learning teaching. USA: Macmillan Publishers Ltd.

NB: Please refer to Appendix 5,p.30, for the actual answers.

F. LEARNING PATTERNS

Direction: Encircle the letter of the column on the learning pattern most identical to you.

illustration not visible in this excerpt

Source: Golay, K. (1982) Learning Patterns and temperament styles. (Fullerton: MANAS-Systems).

Pui Man Chan (2013) "Learning styles". Veridian E-Journal, vol. 6(7). [Online]

Available from :<http://www.tci-thaijo.org/index.php/Veridian-E->

[Journal/article/view/35094](http://www.tci-thaijo.org/index.php/Veridian-E-Journal/article/view/35094). [Accessed: December 27, 2015].

NB: Please refer to Appendix 6, p.31, for the actual answers.

Humanistic Teaching-Learning

Teaching-learning becomes humanistic beginning with the educator who should manifest these genuine traits: willing to share his/her views, aware of his/her feelings and that of the learners, respects the learners for what he/she is, cares actively about the opinions and feelings of the learners, sensitive, has emphatic understanding of the learner's unique perception and places himself/herself in the position of the learner if he/she has to be that considerate. Further, humanism in the teaching-learning process occurs on believing and applying the guiding learning concepts (in the box below). Learning exists if the personal and professional growth benefits are recognized by the learners, no problem is created while they are learning, they have the control for their learning and are made to feel responsibly free/independent in learning, their potentials and expertise are maximized, new knowledge and skills are drawn out from their engagements as well as the learning styles are determined and matched with their multiple intelligences.

RELEVANT TEACHING-LEARNING CONCEPTS

* EDUCATION MUST GIVE THE LIFE OF THE STUDENT NEW MEANING, NEW SIGNIFICANCE, GREATER CONTROL OF HIS CONDUCT SO THAT HE MAYBE HELPED TO DISCOVER HIS CAPACITIES AND ENJOY INCREASED SELF – DETERMINATION AND SELF REALIZATION.

*EACH STUDENT IN THE CLASSROOM DISCOVERS NOT ONLY MANY OF THE MEANINGS, RULES AND SKILLS OF A SUBJECT BUT ALSO THE KIND OF PLACE THE CLASSROOM IS, THE KIND OF PERSON THE TEACHER IS AND THE KIND OF PERSON HE HIMSELF IS OR CAN BECOME.

*THE MOST EFFICIENT WAY OF LEARNING IS FOR THE STUDENT TO GET INVOLVED.

Source: Scrivener, J.(1994) Learning teaching. USA: Macmillan Publishers

Ltd.

“The structures of education must be renovated, but so must its contents and its practices if it is to become efficient”. “A type of education that fails to provide motivation for the young, that is in conflict with the values of their environment, that has a certain unreality about it or is less attractive than the messages broadcast by the mass media, is bound to lose its value”.

Farrant, 1980: 55

Source: Farrant, J.S.(1980) Principles and practice of education. New edn. England:

Longman Group UK Limited.

Past Engagements Utilizing Innovative Learning Mechanisms: Towards More Creative Options To Date

In this section, some actual engagements employed by the main author are presented as proofs that creating innovative options with and for the learners worked well (long before this recent digital boom) in eliminating self-imposed boundaries against learning by doing. Non complex innovations in education were stressed to cope with the growing number of adult learners at that time. Each box indicates the year that the main author first implemented her creative options after 2 weeks of training (Cebu City, Philippines) on creative pedagogy.