theme:

INSTRUCTIONAL STRATEGY IN HIGHER EDUCATION
Report (Chief of Steering Committee)

Assalamu’alaikum Wr. Wb

The honorable, Rector and the assistants of Sebelas Maret University.
The honorable, Dean and the assistants of Training and Education Faculty, or the representative
The honorable, Director and the assistants of Graduate program of Sebelas Maret University
The honorable, 

The honorable speakers and all of the participants

Praise be to God, The lord of the World, Who always gives us mercies and blessing, so we can gather and face to face in charming condition.

Dear Ladies and Gentlemen...

On this good occasion, I’m really honored to address you, on be half of the chief of the committee of this program.

May I, first of all, I would like to extend my greetings and warm welcome to our special speakers, guests and all of the participants at this seminar, and I do hope that your stay in Solo will not only be on enjoyable experience but also provide to all of you a better opportunity to grasp essential knowledge as well as improved insights regarding the “Instructional strategy in higher Education”.

Dear Ladies and Gentlemen!

I would like to report, that this seminar is conducted by the Graduate program of Educational Technology and the Doctoral program of Education Science, to commemorate the 34th Anniversary of Sebelas Maret University. And this seminar followed by 250 participants, consist of students, Alumni, lectures, teachers and education practitioners.

In related with this, we say thanks to the Director of Graduate program. Who gives us the guidance and valuable advices for the implementation of this program. Besides, we also say my sincere gratitude to all staffs of the committee who are responsible to carry out of this valuable program. We also congratulate to all of the participants who join this seminar.

On be half of the committee - your host – I beg your understanding and forbearance if some circumstances in carry out this seminar, don’t meet your expectation. We have, I assure you, done our best.

Finally, I would like to convey my highest appreciation and heartfelt thanks to the speakers and all of the participants of this International Seminar.

Enjoy the Seminar, and Get Benefit from it.

Thank you,

Wassalammu’alaikum Wr. Wb

Regard,

Prof. Dr. Mulvoto, MPd
NIP 19430712197301 1001
Chief of Steering Committee International Seminar “Instructional Strategy in Higher Education” 27 March 2010 Sebelas Maret University
WELCOMING SPEECH

Opening Remarks by Rector of Sebelas Maret University for the
International Seminar on March 27th, 2010

The distinguished guests/the honorable speakers and the participants,
Good/morning.......

First of all, I kindly invite you all ladies- and gentlemen to extend our
grateful to the One Almighty God for all the mercy, blessing, and pieces of
good fortune granted to us so that we all can encounter in this International
Seminar. I, Rector of Sebelas Maret University, also thank you all the
steering committee of this scientific occasion for the opportunity given to
me to deliver my Opening Remark.

Ladies and gentlemen,
Universities in the world have since long time ago been known as the
principal contributors to the development of social, cultural, and intellectual
life through improving the existing human resources.
And Sebelas Maret University, which was founded in 1976, has been
experiencing and facing variety of challenges in its attempt to take and to
use the available opportunities and chances to manifest its dream to be a
reputable university in the world. Therefore, we very much encourage and
support any activities and efforts directed to manifesting its goal to be A
World Class University. One of them is done through conducting
international-scale events such as International Seminar we have right now.

Ladies and Gentlemen
This International Seminar with the theme of "Instructional Strategy in
Higher Education" is very important and worthy to be attended. We can see
the growing educational issue right now that the education leads to the
Information and Communication Technology-based education and
innovative learning strategies. It is, therefore, your pride to actively
participate in this international seminar, and on this occasion, allow me
ladies and gentlemen, to extend my gratitude to the speakers who
enthusiastically take part as the resource persons in this seminar. I also
thank you all the steering committee of this seminar for every effort you
have made. Hopefully this seminar will run smoothly as expected.

Last of all, have an astonishing seminar and gain some advantages, and
hereby I officially open this seminar. Thank you.

Regarding,

Prof. Dr. dr. H. Much. Svamsulhadi, Sp.Kj (K)
NIP 1946110219760911001
Rector of Sebelas Maret University
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By

Drs. Gunarhadi, MA

A. Introduction

Teaching and learning are both inseparable, interdependent, and interrelated terms. Although a teacher keeps an important role of teaching, an effective teaching strategy depends on the students' ways of learning. Learning theories inspire the teacher to design the instructional strategy that best facilitates the students to learn effectively (Januszewski & Molenda, 2008). In line with the new paradigm, good teaching is indicated by how well the teacher manipulates the strategy to make the students learn how to learn. Particularly for teaching the adult learners like university students, combining various learning theories is inevitable. There are at least three learning theories which base the lecturers in higher education use for consideration in developing the teaching strategy. The three learning theories include behaviorist, humanistic, and cognitive approaches.

B. Definition of learning

Learning in the broad sense means to know. Carnell and Lodge (2002), note that conceptions of learning include getting more knowledge, memorizing and reproducing, understanding, and changing as a person. It involves activities like memorizing and reproducing to obtain the understanding of knowledge. In addition, learning is changing as a person. This refers to process that is gradual. In other words,
learning is related to what happens to the human or non-human organism as a result of the experience (Lefrançois, 2000). The results of activities to obtain information serve as knowledge that functions to change the behavior of the learners themselves. In his book "Theories of Human Learning," he explains that learning results in changes. Changes may stand for the behaviors, competence, or capabilities earned through the learning experience.

From this general sense, learning means human organism activities acquired from the experience with their environment resulting in the ability leading to a behavioral change. A behavioral change may take place in terms of cognitive, social, or emotional states (Carnell & Lodge, 2002). In the context of education, the purpose of learning corresponds to pillars of education proposed by United Nations Educational, Scientific, and Culture Organization (UNESCO). Learning, then, is not only to know the content, but also to do, to live together, and to be a person as a whole. These four pillars of education suggest that a shift of paradigm is needed from focusing on teaching to focusing on learning and from teacher responsibility to learner responsibility (Askew & Carnell, 1998).

C. Different Views of Learning Theories

To meet the demand of these pillars of education, teaching and learning in universities take the accounts of various views and approaches of learning theories that have been developed by experts allied with education. In practice, lecturers pay attention to the behaviorist, humanistic, and cognitive approaches, the principles of which were developed earlier.


The approach is focused on the theory that learning takes place through a stimulus-response and reinforcement (Malim, 1994; Ormrod, 2008). This study views that learning is an activity that results in a change of behavior through interaction with the environment (Pintrich & Schunk, 2002; Eggen & Kauchak, 2004). Learning is also defined as a relatively permanent change in observable behavior that results from experience in the environment (Barker, 1994; Ormrod, 2008). These two definitions consent to the similar ideas that learning includes experience gotten from interaction
activities with the environment that results in behavioral changes. Behavior is all what people act, how they do things, how they respond to the environment, which is, then, known as the stimulus-response. Behavior is overt and concrete so that it can be observed, and can be measured.

In responding to the environment, the process of learning involves the behavior of organisms in discriminating the objects being observed. The behavior of organism will only be aggravated by one focus among several options that must be observed (Pierce & Elping, 1995). In term of organism, the learner will respond repeatedly to the observed object when it has an attraction that can meet the perceived preferences, needs, or the assertion. This occurs in the similar way to what is done by Iván Petrovich Pavlov, a psychologist from Russia, on trial for a hungry dog. When food is put in the mouth, the dog salivates (Pierce & Elping, 1995). This means that food is a reinforcer that encourages it to repeat in other comfortable conditions. It is the reinforcement that is developed in the behaviorist approach to learning (Malim, 1994; Ormrod, 2008). Reinforcement is believed to give positive impacts on the learning results. Reinforcement becomes an important part in suggesting students' mental organisms to perform their learning activities. Learning occurs as a habit that is formed from rewarding conditions that evoke the students' involvement in learning interaction. This implies that teacher should be alert in providing the environment conducive to the students' response through interaction, and give them reinforcement for the positive learning outcome to repeat.

2. Humanistic View on Learning.

This view emphasizes the importance of understanding the human existence. Self-concept is the most important determinant of behavior. Together with motivation, self-concept builds the power to achieve (Ornstein & Hunkins, 2009). Understanding the meaning of human individual is the basis for developing a variety of ways and technology possible to help facilitate the learners to struggle for full degree of human rights (Schneider, Bugental, & Pierson, 2001) To fully understand the meaning of humans means to comprehend the concept as proposed by Maslow (1970) who formulated a challenge to understand humans in terms of their highest potentials through the study of individuals who display the highest levels of human functioning.
(Schneider, et al., 2001). This means that each person as an individual has the high potential with the highest level of function. The potential of human individual pertains to three domains (Collin & Cook, 2001). First is philosophical domain. It entails a conception of 'man', men and women, as free creatures of human well-being, responsible for their identity and destiny. The second is social domain. This domains shares equality as the basis for universal morality and solidarity, the third entails the status and forms of intellectual capacity. Shortly to say, a man is an individual comprising of physical, intellectual, emotional, and social birth capacity dignified differently from other creatures.

Humanistic educational approach seeks meaningful relationship between students and teacher (Ornstein & Hunkins, 2009). It maintains the student independence, self-direction, and acceptance of self and others. The teacher's role is to help learners cope with their psychological needs and problems. They are expected to facilitate the students' growth of the self-actualization by respecting their full potentialities. Development must consider the potential fulfillment of basic needs (basic needs) first, towards the fulfillment of (growth needs) are having peak in the form of self-actualization and peak performance peak experience (Maslow 1970). To begin with the development, teachers help the students solve problems related to basic needs in terms of physical, safety, love and belonging, and self-esteem needs. A student is said to be achievement and satisfied with the superior performance, if he can devote all the resources and efforts to realize the desires (peak performance). The ultimate and satisfying success refers to the highest experience of all previous experience (peak experience).

The fundamental principles of humanistic approach to learning lies on the teachers' commitments; to set human well-being and perfection as the ultimate goal of entire human endeavor, to provide all with the resources necessary for living a decent human life, and to enhance critical and creative thinking as the best basis to know the reality (Barker, 2001). As such, these all fit the Quantum teaching strategy, the principle of which is to trust the students' potentialities, and to enhance open mindedness to construct the knowledge based on their own freedom. Above all, learning is considered inclusive when sensitivity, tolerance, care, and reciprocity among peers are cultivated on the basis of cooperative learning.
Schneider, et al., (2001) assert self-actualization could reach the 'peak performance' and 'peak experience' could be reached through the steps of humanistic approach to learning executed in the respects of experiential, existential, integrative, transpersonal, constructive, and emancipative insights of instruction. These steps are in line with the service applied to the process of Quantum teaching and learning in inclusive primary schools. Quantum teaching and learning suggest learning process should happen in experience constructed into schemata of mind, and integrated through association with the knowledge that have already been possessed. It is also important to keep in mind that learning happens in transpersonal way of interaction with other people in inclusive learning atmosphere regarding the full human dignity of students.


The term cognition comes from Greek verb "cognoscere" which means "know" which then, in a broad sense, means learning through interaction with the world (Henson & Eller, 1999). On its development in 1950-1960s, the theory of learning answers the difficulty of behaviorist upon the complexity of human behaviors. The theory views that learning is not just a matter of forming the habit of stimulus-response and reinforcement. Instead, learning considers the important role of intellectual capability in the learning process. This statement is also proposed by Piaget (1989) and Vigotsky (1997) arguing that practice helps learners internalize skills and form abstraction and increase the strength of associative bonds (Byrnes, 1996; Ormrod, 2008). It implies that learning is not a matter of imitation to form a habit, rather it includes cognitive process. Malim (1994) describes the results of research on language acquisition carried out by Chomsky. The finding shows that the structure of language is too difficult to be explained through the behaviorist theory due to the reason that people have potential ability on language. It is stated "... that humans have an inborn capacity to master language conflicted with behaviorists' belief in a 'tabula rasa'. This notion was originally put forward by John Locke in the 18th century that the human mind was a blank sheet at birth and that all human behavior was learned" (p.4).

Learning process, according to this theory, constructs mental process that occurs in the mind as represented by attention, thinking, reasoning, categorizing, making decisions, and other mental activities (Parkin, 2000; Gallotti, 2004). Cognitive
theory explains what the mind or cognition is in nature, how a piece of information is obtained, processed, stored, and transmitted like what is working in computers. The form of mental constructs is a symbol represented by rules, images, or ideas between input and output of information (Parkin, 2000). In term of mental construct, Gagne and Briggs (1992) also clarifies that cognitive strategy covers numerous ways by which learners guide their own learning, thinking, acting, and feeling. He conceives that cognitive learning strategies correspond to the executive control functions of information processing.

D. Implications of Learning Theories to Teaching Strategy in Higher Education.

Learning theory describes various views on understanding how students learn in order to develop themselves to be mature. Each theory describes the importance of participation of students, the teaching expertise, the role of the environment, and the importance of media to stimulate students in the learning process. The theory of learning has powerful influence of the learning system developed. The change in the learning system occurs only in the range of differences of emphasis, especially in the role of teacher and students (Januszewski, & Molenda, 2008). This also has caused a shift in the approach to learning.

Learning theories become the foundation in determining the strategies the lecturers may use for teaching. Models of teaching such as Contextual Teaching and Learning (CTL), Cooperative Learning, Problem Based Learning (PBL), Self-Directed Teaching and Learning (SDTL), as well as Quantum Teaching Strategy (QTS) are examples where cognition is dominantly oriented. These models of teaching represent the popular approaches to the most current teaching strategies regarding the cognitive aspects as the largest portion. However, the implementation of these strategies also takes the important account of behaviorist’s and humanistic aspects to facilitate the students’ success of learning.

1. The Role of Behaviorist’ approach to Teaching Strategy
The role of behaviorist's view on teaching strategy can be retrieved from how learning is defined. There are at least two definitions that support the role of behaviorism in developing the teaching strategy. A well-known definition of learning is the one formulated by Malim (1994) that learning takes place through a stimulus-response and reinforcement. The other definition is proposed by Barker (1994) saying that learning is a relatively permanent change in observable behavior resulted from experience in the environment. These two definitions emphasize the meaningfulness of experience, environment, and reinforcement in learning that inspire a teacher in developing the teaching strategy.

The above definitions imply that teaching should respond to the students' experience in from learning, and that reinforcement becomes urgent in keeping them to learn how to learn. Students may become motivated or desperate in doing things because they learn from the experience and the reinforcement (Pintrick & Kauchak, 2002). The success or failure the students undergo becomes an experience whether or not he will repeat in the same way in order to obtain the expected results. The success serves as a positive reinforcer or celebration for the actualization of expected behavior. Hence, it increases the motivation.

In short, an effective teaching strategy involves the providence of environment conducive to positive learning experience and appropriate reinforcement. Satisfaction over the success of the completed task functions as a token reinforcer previously promised when the desire is fulfilled.

2. The role of Humanistic approach to Teaching Strategy

Humanistic view believes human being is born with total potential as a human creature. As a total human being, an individual is comprised of physical, emotional, intellectual, interpersonal unity to empower himself for actualization. Humanistic view bases its principles on the paradigm initiated by Abraham Maslow as one of the movement leaders of humanistic theory with Hierarchy of Needs. According to Maslow (1970), as a human, an individual has a full order of needs that can not be separated. The need order ranges from physiological, security, love and relationship, self-esteem, and self-actualization needs. Although the order is already settled, for some people, the
sequence of the four (esteem need) is a requirement that should come before affection, love, or relationships need (Maslow, 1970; Petri, 1991).

In teaching strategy, respecting the positive self-esteem plays very important role in teaching. Based on this concern, Hamacheck (1987) recommends that the values that should be fulfilled in teaching in four ways. First is treating the students as human beings, then as students. As 'men', the students have basic needs ranging from physiological, freedom from pressure, recognition of other people, respect the self-esteem that must be met by students and admitted by the teachers. Second is considering the positive things on the students. Thus, students are confident, sure of their own ability, and able to accommodate the intrinsic values of themselves to ensure they can successfully face the challenges and responsibilities. Mistakes done by students are part of the learning experience.

The third is creating a safe and joyful environment conducive to learning, and encompasses the assurance that students can learn. Class is a place of academic experience. No students feel depressed because every student is part of the group. Their presence is valued in the togetherness. In this way, they benefit from the results of learning in daily life. The fourth is that learning should consider the experience that has been possessed by the students. Learning begins with bringing the world of students into the world of teachers, not vice versa (DePorter, 1992).

In summary, the humanistic approach of teaching is encouraging the students' positive attitude towards school. Students respond to school tasks as activities that satisfy the needs of their emotional, academic, and social values (Stipeck, 1993; Eggen & Kauchak, 2004). Satisfaction on the achievements of students is a part of the teachers' pride.

3. The Role of Cognitivist's Approach to Teaching Strategy

The cognitive aspects in Contextual Teaching Strategy, for instance, are seen in the learning activities where students perform the learning tasks adjusted to every day life. The students learn through experiences along the environment that evoke mental activities. In addition, Contextual Teaching Strategy would not produce better result of learning unless the students work in collaboration with the peers. It means learning is a process of individual formulation of knowledge through interaction with the
environment or other persons. Similarly, in Quantum teaching Strategy as well as other models of teaching, students are provided with environment where students in groups can observe and demonstrate the learning tasks to activate their mental activities to get the knowledge through their own efforts. It implies that Quantum teaching and other similar models of teaching are oriented to experiential learning, contextual, and collaborative approach of learning. Typical Quantum classroom is full of learning endowment with flexible arrangement that promote both academic and social reasoning atmosphere (DeVries, 2002). This is important to enhance the interactions to happen. Composing a variety of interactions in a conducive, safe, comfortable and fun and conducive to learning should be deliberately planned for learning more than for teaching. A classroom is supposed to be a rich environment where students are flexible, collaborative, resilient, and reflective. It is a place where students are engaged in challenging tasks that involve them in dialogue, in assessing their own learning and using feedback as a part of their learning (Carnell & Lodge, 2002).

In practice, such models of teaching go in hands with the constructivist approach. The approach emphasizes the importance of the contribution that students themselves make a common sense in learning. The students' construction of meaning is the central part of this approach. Students are highly occupied in making meaning. They actively construct knowledge through various activities such as observation, discussion, discovery learning, open ended questioning, usually associated to their every day experience (Carnell & Lodge, 2002). This approach to learning is to formulate the individual events and social activities (Barker, 2001). This implies cognitive approach to learning pin-points the importance of active students and social interaction to build knowledge.

The constructivism approach is based on the theory Vigotsky (Sarjiman, 2007). Learning is the students' task. Teaching, on the other hand, is the teachers' task in facilitating the students. Both teachers' and students' tasks integrate into learning. According to the theory of constructivism, learning is a process of making sense on the new information and knowledge structure acquired from a concrete experience, collaborative activities, and reflection and interpretation (DeVries, 2002). Learning events stand for the process of learning interaction to build or understand the meaning of experience, which is the new information. Through this process, students practice to
form attitudes, extend, integrate, and use the knowledge in a meaningful life in term of productive habits of thinking. This process will achieve results on the students themselves when learning activities are facilitated by the teacher. Teachers are seen to facilitators. The teachers' job in this approach, then, is to help students draw out new knowledge and understanding, more than putting in information. The students are helped to make connection on what they are doing to gain new insights through their own conclusion (Carnell & Lodge, 2002).

E. Recommendation

Based on the three learning theories, the successful instruction for students in universities is by no means to respond to individual characteristics of the students. Practically, a teacher is recommended to respect their human potentials, to provide learning environment conducive to their cognitive skills for knowledge exploration, and to reinforce their success of learning to whatever extent.

For the practical implementation, the three theories of learning could be reflected in the scenario of teaching suggested by Gagne's lesson framework of effective presentation as cited in Januszewski and Molenda (2008). The steps of the instruction may be highlighted as the following sequence: (a) gaining the students' attention (enrolling in the form of lead-in activity) to make the students interested in the material to be taught; (b) telling and sharing the clear objectives of the lesson; (c) reminding what the students already know and relating to the new material to be taught; (d) exploring and demonstrating the new skill or present the new information preceded by observation; (e) guiding the students in mastering the content (labeling); (f) practicing the new knowledge; (g) confirming the correct response and feedback (reflection in the form of mind-mapping); (h) testing the mastery of the content. To this step of teaching, celebration serving as reinforcement is paramount to make the students feel joyous and respected for being capable.

REFERENCE


