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TEACHING AND LEARNING AT UNIVERSITY

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ABSTRACT

This paper states a mirrored image on the importance assigned to the teaching-learning method at university. It delves into one in every of the factor that has influence on this process: the connection between the teaching and analysis roles at university. The aim of this paper is to answer the question what we comprehend relationships between analysis, teaching and learning and its importance at university. Teaching is that the method of giving information or doing one thing to somebody. However, the method of education might not involve information solely; it will embrace completely different forms like behaviors, values, skills, traditions, and stories. Teaching in instructional institutes are structured. Ancient teaching strategies primarily embrace the pedagogue teaching the scholars and memorizing or writing down what's same by the teacher. However, modern teaching strategies largely involve the active participation of the learners, the scholars as created to be told through experimenting, self-study, and knowledge. Learning is that the acquisition of information, behaviors, skills, values, or preferences. The method of learning continues throughout all our lives from the instant we tend to square measure born to the instant we tend to die. As babies, we tend to learn to eat, to crawl, to walk, to talk, etc. and as we tend to get older we tend to learn a good vary of different skills. This sort of learning happens through perceptive, experimenting and experiencing. Learning will occur consciously and unconsciously. Consciously learning occurs through education, personal development, schooling, and coaching.

Key word: Teaching, Learning, University, Research, Strategies.

1. INTRODUCTION

The importance is given to the teaching-learning process at university which is the main objectives of this process that the current university should aim at. The answers to these questions are not simple. The teaching-learning process should be carried out based on its objectives, which are determinant of a significant part of the quality attained. The teaching is valuable, which leads to effective learning. Now a

body of literature about learning and suggestive of good teaching so we would like to define good teaching taking account has been said about student learning There may be good reasons for avoiding a definition of what is research particularly given the different types of research philosophies and academic disciplines. However, completely avoiding defining a key term is neither good research nor good teaching. Research is a process of learning. Indeed research is the process whereby much learning proceeds. Research is learning. This is almost a truism; it's obvious.

This goal is aligned with a concept of the teaching-learning process distant from the traditional, which underlies in most university teachers. In this approach, the student no longer adopts a merely receptive and memory role, but emphasis is set upon actions aimed at "*teaching to think*" or "*teaching to learn*". In order to control the teaching process towards the objective of *teaching to think*, changes in teachers and administration transformations concerning the design and distribution of teaching are necessary. This, among other things, implies the taking place of important changes in the way of conceiving students, from an institutional aspect as well as from teachers' perspectives. As a starting point, it is

necessary that all actors ask themselves about their beliefs on what University should teach and what students should learn, on how learning takes place and on the conceptions about knowledge and its transmission.

Teaching to think, teaching to learn, learn to learn, and seem to be appropriate general objectives to reach during university instruction. However, they are not objectives easily reached. There is a series of factors that have an impact on the teaching-learning process and on the implementation of actions aimed at reaching this general objective. In this paper one of those factors is discussed: the relation between the teacher function and the research function of University, with the aim of contributing with foundations to understand more adequately the structure and organization of university teaching and thus, improve the teaching-learning process.

2. RELATIONSHIP BETWEEN RESEARCH AND TEACHING

University has as its functions the preparation of human resources, the creation of new scientific-technological knowledge and its spreading in society, which are carried out through teaching, research and extension-transfer activities.

When studying the relationship between teaching and research at university in different perspectives, which go from considering their positive relationship to neglecting the existence of such a relationship, have been adopted. Interpreting that teaching and research are related positively implies claiming that these two functions hold each other mutually and progress in this way. There are numerous papers with arguments that sustain a greater appreciation of the research function in relation to teaching (Centra, 1983; Mathias, 1984; Feldman, 1986; Ballantine, 1989; Aparicio, 1991; Tan, 1991). In general, the binomial teaching-research is not adequately contemplated by teachers or by universities. According to Sanchez Nuñez (2001):

Despite the variety of functions that every university teacher has to do, the main tasks are centered round teaching and researching. Although initially these two functions should be complementary, reality is the existence of an imbalance in favour of research tasks where as De Miguel (1997) states the teacher's prestige is still centered in the researcher curriculum and in the social relevance that the positions in academic management acquires. (Sanchez Nuñez, 2001, p 199).

(Ramsden and Moses, 1992:277) he provides examples of forms the relationship may take and in particular the two way interplay of research and teaching.

Positive effects of research on teaching

• Teachers keep up to date on new methodological approaches and on current developments in the discipline, which are of theoretical or applied significance.

Positive effects of teaching on research

• Researchers maintain an awareness of the discipline as a whole, aiding conceptualization of narrower research topics.

• Researchers are stimulated by new students' interests and questions.

Negative effects of research on teaching

• Research diverts attention away from teaching duties (contact with students).

Negative effects of teaching on research

• *Teachers rarely take up new areas of research.*

Hughes and Tight (1995: 53 & 62) in a thoughtful piece based upon the literature identified five alternative relationships:

• No necessary relation;

• Direct relationship;

• Indirect relationship mediated through scholarship;

• Indirect relationship mediated through the department, discipline or profession rather than the individual;

• Indirect linkage between research and teaching mediated through development activities.

On the other hand, McCullagh and Roy (1975) as well as Feldman (1987) agree in pointing out that the time devoted to teaching does not seem to correlate with its quality. Although a positive relationship between capacity for teaching and research is possible, the translation of research results to teaching is poor and difficult; and a negative relationship or a low correlation between teacher efficiency and research effectiveness is observed. (Feldman, 1986; Aparicio, 1991). Feldman (1987) concluded that:

In general, the probability that scientific productivity really favours teaching is extremely low, or that both, in practical terms, are totally apart. It is evident that this does not mean either that research impedes being a good teacher. However, at present, there are no concluding proofs that a good researcher is necessarily a good teacher or vice-versa. (Feldman, 1987:275).

(Hattie & Marsh, 1996) concluded that the common belief that research and teaching are inextricably entwined is an enduring myth.

Researchers are little more likely to be better from teachers in light of preparation and have teaching competencies than non-researchers. They consider that research and teaching are different activities; researchers and teachers have different profiles and influence on this lack of relationship. According to Barnett (1992), research and teaching are different functions because of their different demands. Whereas research is related to the discovery of knowledge through the procedures of each subject, teaching implies giving information aimed at students' learning. Moreland- Young (1983) claim that at university a difference is stated between the good teacher and the good researcher; therefore, considering both as excluding tasks and even stating that a good teacher researches, whereas a good researcher does not necessarily need to be a good teacher.

Other models that include moderating, intervening, control, etc variables and that are based on multilevel analysis, structural equation models, multiple regression analysis, etc have been proposed. Marsh and Hattie (2002) suggest two sets of variables that may have an impact on the correlation between teaching and research: personal variables (abilities, satisfaction, goals and objectives, extrinsic incentives for teaching

and research, restrictions, beliefs, values) and variables related to resources (time devoted to teaching and research, activities, etc.).

Concerning the importance assigned to teaching, when interviewing teachers, Young (2006) found unanimity in their perceptions of its low status. According to Hannan and Silver (2000:213), *"for most of those who have got promoted, accommodation to the teacher profile has been a mere requisite"*. According to Sanchez Gil (2001), in Spain, the certainty sustained by Terenzini (1999) that research and teaching are strongly related and that academics are to research in order to be good teachers, is combined with the idea that the relationship is not reciprocal. According to this author, the efforts to improve the quality of research are perceived as useful for improving teaching quality, but most efforts to improve teaching are seen as harmful to research, highlighting that these perceptions have been built without much proof. An important aspect to take into account is that, in general, achievements in research are more valued than pedagogical grades for the promotion and selection of academics (Vidal and Quintanilla, 1999).

In order to facilitate the balance and integration between teaching and research, Medina (1998) states that:

Professional self development not only requires research training, but also conceptions, parameters and criteria to identify relevance and consequence that in students' improved achievements and his/her own may become a didactic approach of university teaching. This approach is based on a conceptualization of dimensions and meanings of teaching as science, art and object of study for every university teacher, regarding teaching professionals. Re-discovering this object of study and situating it in a relevant position demands understanding and posing again not only the teaching practice but also change the perception of university teaching as a "minor" activity when compared with research (p. 699).

Following Sanchez Nuñez (2001), the binomial teaching-research may be described by means of these characteristics:

1) Research production is considered as a very important merit, whereas teaching training is little appreciated within the university community.

2) Evaluation of research work is carried out with objective criteria,

whereas evaluation of teaching has unclear criteria, which implies that the latter is more complex and less rigorous than that of research which is stricter.

3) University teachers' teaching quality is not an important factor to access teaching positions, renew contracts, professional promotion, and economic incentives.

4) At university there is little interest in teachers researching their own practice due to the financial deficit which makes this kind of research acquire an over-appreciation respect to the rest of university activities. (Kent, 1992).

5) Insufficient resources that university teachers have for teaching induce teachers to carry out research projects to obtain budgets to use in teaching practice.

6) Production in research implies recognition from the scientific community, professional promotion, and concession of prizes, grants and help.

Zabalza Beraza (2007) states that didactic proposals lack substantial referents in contrast with the presentation of research projects where nobody would dare design a plan that does not present the state of the art in the area to research. Thus, it is common to present a teaching proposal where the antecedents in the field are not revised, and less are other experiences that could be used as referents, researched. **(Ref Figure – 1)**

Source: Diana Laurillard (Laurillard, 1993; Laurillard, 1994)

3. MODEL OF TEACHING LEARNING SYSTEM

*In the system, the relationship of learner and subject is close; all are dominant position.
*The role of teachers' is simply to provide service to the learners and working with the respective subject.
*This system is consistent with humanist approaches.

4. RESEARCH- TEACHING AND TEACHING- LEARNING

Often the relationship between teaching and research is assumed. Most of the time research does influence teaching (and vice versa), but the two can at times seem large. Teachers say to use "research-based strategies" and such strategies may be accessible to them exposed the very

sensitivity to context, systematic, and thoughtful that are the hallmarks of quality research.

Research is the process of creating new knowledge. To creating knowledge requires a significant amount of background of knowledge, before one can reach the "front line" of a topic, where the interesting thoughtful issues are. The process of structural understanding in a particular area allows us to extend a deep understanding the case and theories that currently exist, and how those cases and the existing knowledge base might be extended (or amended).

In order to attain a quality teaching-learning process it is necessary that both functions, research and teaching, are integrated. Neither of them must predominate over the other, research and teaching should be considered equal regarding their importance as functions within University and their influence on the teaching-learning process. On the one hand, the new scientific knowledge resulted from teachers' research must impact on students' training. On the other hand, research on their own teaching practice must provide elements that allow for improvement in the teaching-learning process. Quality in the teaching-learning process will improve provided that: 1) research on teaching practice is promoted.

The teacher has capacity and ability to integrate research results into the teaching contents and material (Neuman, 1994); and , 2) the teacher perceives and appreciates teaching as a research and creation challenge in opposition to a matter of method or technique (Rice,1993).

5. ESSENTIAL ASPECTS OF THE TEACHING- LEARNING PROCESS

It is noted to observe the perfect teaching-learning process proposed by Diana Laurillard (Laurillard, 1993; Laurillard, 1994). She argues that four aspects of the teaching-learning process are:

(a) Discussion -between the teacher and learner.
(b) Defined by the teacher, interaction -between the learner and some phase of the world.
(c) Action by the learner and adaptation -of the world by the teacher.
(d) Reflex on the learner's performance by both learner and teacher.
Then she considers different educational media and styles in these terms. For example, a text book represents a one-way flow of knowledge from the teacher's conceptual knowledge to the student's

conceptual knowledge. A lecture or tutorial may be seen the same way, but there is a possibility of meaningful discussion between teacher and learner. **(Ref Figure – 2)**

According to Aminuzzaman (2007):

Quality education in universities will be achieved are as follows: i) changing the method of *teaching and learning* ii) chaning the assessment methods, iii) renewing the curriculum continually, iv) upgrading professional knowledge and skills and v) improving the broader educational, administrative and resource environments.

6. THEORY AND RESEARCH-BASED PRINCIPLES OF LEARNING

The following lists represent basic principles brought under effective education. This policy is dampened from the research to the various departments:

a)   *Help or prevent students from learning the previous knowledge:* Students come to our curriculum with other courses and knowledge, beliefs and attitudes gained through everyday life. Students have brought this knowledge to bear in our classroom, how they affect what they are learning and how they are interpreted. If the previous

knowledge of the students is accurate and correct and active at the right time, it provides a strong foundation for creating new knowledge. However, when knowledge is perfect, insufficient for action, inappropriately active, or wrong, it can interfere with or interfere with new learning.

b)   *Knowledge organizes by applying how students acquire knowledge and how they know:* Students naturally connect between pieces of knowledge. When those links form a knowledge framework that is organized properly and meaningfully, the students are better at restoring and applying their information effectively and efficiently. On the contrary, when knowledge is wrong or random, students may fail to recover or apply it properly.

c)   *Students' The motivation of the students determines what they can learn, point out and they decide:* Students gain more autonomy on what, when, and how they can study and learn, and motivation, intensity, consistency, and learning behavior that they engage. When students find positive values in the goal of an education, they can be encouraged to learn strongly, to achieve results of successful results and to gain support from their environment.

d)   *For the development of skills, students should master the material skills,*

practice them integrating, and learn what they have learned: Students must not develop the skills and knowledge needed to accomplish complicated tasks, they must be blended for development. They will have to consolidate more and automation. Finally, students must learn the skills and knowledge they will learn and how to learn. As an instructor, we develop conscious awareness of this component of expertise to help us learn more about our skills.

e)   *Target-driven practice combined with targeted feedback enhances the quality of education of students:* When students participate in the exercise, learning and performance are best encouraged, which focuses on a particular goal or criteria, aiming at the appropriate level of challenge and meeting adequate and performance criteria. Frequency. Practice should be combined with feedback that clearly communicates some aspects of students' performance related to specific goals, providing information to help students meet those criteria, and this is a time and frequency that will allow it to work.

f)   *Students' Discuss social, psychological and intellectual climate to influence the development of current level development of students:* Students are not intellectuals but social and emotional people,

and they are still intellectual, social, and emotional skills. Although we can not control the development process, we can shape the classroom's intellectual, social, psychological and physical aspects in a developmental manner. In fact, many studies have shown that the climate we created has an impact for our students. A negative climate may prevent learning and learning, but a positive climate can strengthen students' learning.

g)   *From self-managed students, students must learn to monitor and adjust their views on education:* Trainers can be involved in various mega-cognitive processes for monitoring and educating their education - evaluating their skills and weaknesses, their methods of planning, different Applying techniques and monitoring, and their current The degree to which approach is reflected in the work. Unfortunately, students tend not to naturally engage in these processes. When students develop skills to utilize these processes, they acquire intellectual habits that not only improve their performance, but also increase their effectiveness as education.

7. THEORY AND RESEARCH-BASED PRINCIPLES OF TEACHING

Teaching is a complex, versatile activity, often as an instructor and needs to juggle

multiple jobs and goals flexibly. The following small but strong principles can help us to create conditions that support learning the learner and to help reduce the content, content and policies of content revisions, both can teach both more effective and more effective. These policies require a commitment during the time of implementation and efforts, it often preserves time and energy.

a)   *Acquiring relevant knowledge about students in effective education, and using the course, we must inform our course design and classroom education:* When we teach, we do not only teach things, we provide content to students. Student characteristics can affect learning different For example, cultural and institutional backgrounds of students affect how they affect the world; Students of disciplinary backgrounds lead the problem approach in different ways; And the previous knowledge of the students (both correct and wrong) gives new education. While we are not able to accurately measure these features, however, we can report the course design (i.e. decisions on purpose, pacing, example, format), as soon as possible to collect the most relevant information and continue it during the semester (ii)) Help explain student problems (eg, common misconceptions are identified), and (iii)

instructions Adaptations manage (eg, recognition of additional training needs).

b)   *Effective teaching involves aligning the three major components of instruction:* learning objectives, assessments, and instructional activities: Taking the time to do this upfront saves time in the end and leads to a better course. Teaching is more effective and student learning is enhanced when (i) we, as instructors, articulate a clear set of learning objectives (i.e., the knowledge and skills that we expect students to demonstrate by the end of a course); (ii) the instructional activities (e.g., case studies, labs, discussions, readings) support these learning objectives by providing goal-oriented practice; and iii) Provide a chance to offer targeted feedback that can show the knowledge and skills described in the purposes of evaluation (eg, exams, papers, problem collection, performance), and to instruct more trainers for training and trainers.

c)   *Expressing clear expectations about the aims and policies of effective teaching:* There are surprising variations in what students can expect from the American classroom and even in a given chain. For example, what is constituted as evidence can

be widely different across the course; Cooperation in one course may be considered cheating among others. As a result, students' expectations do not match with us. Thus, our expectations are clear and helping them to learn more clearly and perform better. Our learning objectives (such as knowledge and skills that we expect to show students at the end of the course) give a clear goal to reach the goal of students and enable them to keep track of their progress. Similarly, clarifying the course policies (for example, class participation, laptop use, and late allocation) allow us to solve differences in classrooms and classes and reduce conflicts and tensions. Together, it is clear that for all students a more productive learning environment.

d) Effective teaching involves the knowledge and expertise of the focus we select:

Coverage Enemy: Do not try too much in single courses. Many things work against the education of students, so we have to decide - sometimes difficult - what we will do and how we will not include it. (i) Identify the parameters of the course (for example, class size, student background and experience, course status of course), (ii) determining our priorities for student

education, and (iii) reasonably done determine a set of that purpose.

e) Effective teaching includes recognition and attacking our expert blind spots: We are not our students! As experts, we tend to access and apply the knowledge and application of knowledge automatically (eg, create links, draw on relevant organizations of knowledge, and choose appropriate strategies) and so we often discard critical issues or combine them. On the other hand, students have not had enough background and experience at this stage and may be confused, make wrong decisions, or fail to develop important skills. For the purpose of breaking the tasks step by step, their trainers need to explicitly explain the connections and train their model processes in detail. Although experts are difficult to do this, we need to communicate properly and communicate clearly to allow our students' knowledge and skills, so that students can see expert thinking at work and practice it.

f) Effective teaching takes appropriate teaching to support the goals of our education: Although the students are ultimately responsible for learning by themselves, we also play a role as a teacher

in the direction of students' thinking and behavior. We can take different roles of our education (eg, synthesizers, moderators, challengers, and commentators). This role should be served in support of instructional learning and directional activities. For example, if students are able to analyze the arguments in any field or written text, then the most effective trainers may be the role frame, the guide and the middle of a discussion. If students can learn to preserve their position or creative choices by presenting their work, our role can be challenged to explain their decisions and consider alternative approaches. This role can be either constant or variable across the semester depending on the purpose of learning.

g)   Based on effective teaching reflection and feedback, our course involves increasing refinement: Needs adapting tuition. We must constantly reflect our teaching and be ready to change the appropriate creator (for example, not doing anything, we're trying new things, changing student population, or problems arising in our fields). To know what and how to change, we need to verify relevant information related to our educational functions. Most of these information is

already available (for example, students work, previous semester course evaluation, dynamics of class participation), or ask for additional feedback, including assistance from our university education center (for example, explain the evaluation of the initial course, focus group management, pre- and posttests design). Based on this information, we can adjust educational objectives, content, structure, or a course format, or else we can adjust our *teaching.* Response and small, motivated change driven by our priorities can be most effective and effective.

8.   TEACHING AND LEARNING AT UNIVERSITIES IN BANGLADESH

Bangladesh is set to be a middle income country by 2021. To achieve that status the country needs highly skilled workforce equipped with innovative and creative abilities. Higher education is recognized today as a capital investment and is of paramount importance for economic and social development of a country (Barnet, 1990). Education researchers in Bangladesh pointed out that the present higher education system employs rote memorization approach rather than critical thinking by students. It is, therefore, needed not only to relook at our teaching learning principles

and methods but also to revitalize the higher education system.

The main challenge here is that universities in Bangladesh are not keen to make such changes. Public universities are preservationists and reluctant to shift existing traditional education system to an ability-driven education system which can produce higher-level of employment of skilled smart graduates. Many private universities of the country run academic programmes in small rented buildings and have failed to create academic environment. At the present stage universities without undertaking major changes can provide 'quality teaching' in order to ensure it meets the expectations of students and the requirements of employers, both today and for the future. Quality teaching and learning can be achieved through continuous upgrading in pedagogy, use of technologies, assessment models aligned with student-centered learning, creating of innovative learning platforms and also assessing impacts and documenting effectiveness of the teaching delivered. Different perspectives that exist on the topic of quality in teaching are: Quality teaching has become an issue of importance as the landscape of higher education has been undergoing continuous changes. The student body in Bangladesh has considerably expanded and diversified, both socially and nationally. Students call for new teaching methods. Modern technology has entered the classroom, thus changing the nature of interaction between students and teachers.

Stakeholders such as the government, the students and their families, and the employers increasingly demand value for their money and desire more efficiency through teaching.

As universities abroad are developing an increasing student-centered focus, learning communities in Bangladesh should take a paradigm shift from teacher-centered to student-centered. In teacher-centered method theoretical knowledge is disseminated through the technique of talk and chalk. The teacher-centered approach is described as a way of teaching in which students are considered to be more or less the passive recipients of information transmitted from the teachers to the students. Teacher-centric guidance does not allow students to express themselves, ask questions and instruct their own education.

When a teacher is educated, the classroom remains permanently. The students are calm, and the teacher maintains complete control over the classroom and its activities. The reason students learn their own; They learn

to be independent and to make their own decisions. Students are doing real life and learn through interaction; And this is strengthened by the use of student-centric instructions. Student-centric approach is described as a way of learning which facilitates teaching learning to students as easy as possible. Instead of listening to the teacher exclusively, students and teachers communicate equally. Because students are talking, often busy in the classroom, noise and chaos. Although there are some difficulties in the student centric system, it is the most preferred method of education and our teachers should move towards a student-central approach.

However, some students maintain that educated education is an effective strategy. For most Western universities, it may be the best way to adjust teacher opinion so that all the needs of the students are met. There are two learning methods: learning about surface layer level and deeper levels. Surface Level Learning Lecturer (Montana and Salza, 1984) begins to engage with students attending to remember and involves lower level cognitive activities. The student likes to learn and prioritize. Successful learning and deep learning should be involved in deep learning students.

A special difference is the understanding of the burden in a deep perspective, which is meant to understand and create the meaning, and to desire to reproduce in the surface. Until teaching to express active feedback from students, such as Instead of learning to disclose the information, instead of offering problems and questions, the students will refuse patronage and there is not much chance that they will choose a deeper education system. If teaching-teachers are focused and the data is stressed in the infection, students will be learning the surface learning. A high perceived workload studying surface and deep learning might be harmful probably likely results. Students who feel the burden of high quality work in their learning environment, their research is more likely to lack interest and fatigue. Another factor that can learn more surfaces is the evaluation method used. Assessment is not considered to be a profound learning prize, the student will depend on learning the surface. Therefore, the introduction role considered in the measurable role is important. There are several types of student-centric methods. Problem Based Learning (PBL) is a student-centric orientation that is applied to universities worldwide. PBL fosters deep learning.

It is impossible to learn a concrete problem using only one method in the learning process. During the teaching process, the teacher should use different methods; A combination method can also be used. In the process of teaching, the procedure is often one another supplement. We can expect such effective teaching from teachers who are fully aware of various methods. Generally our teachers are not exposed to the modern beginner used in developed countries. Teachers must first understand the modern educators and develop their own development before inventing methods / methods that will work best for our students.

9. CONCLUSIONS

In order to attain an efficient teaching-learning process, this process must be guided by teachers who study, teach and research, devoting appropriate time to each of those tasks. The detriment of the teacher's role in relation to research conspires against an adequate implementation of the teaching-learning process at university since the time devoted to teacher planning is insignificant with respect to that devoted to the rest of the tasks. It is necessary to cause a change in the teachers' system of access, permanence and promotion at university, where the relevance that is given to teaching is made explicit. The

appreciation of teachers not only for their research but also for their teaching competence will cause significant improvement in teaching at a higher level. To progress in the university teaching-learning process, it is necessary that teachers feel that their teaching work is appreciated, that their work in this area contributes to determine their professional prestige. Only then will teachers show the same or greater determination to improve their teaching. Both public and private universities in Bangladesh should establish a Teaching and Learning Institute centrally to provide professional development to faculty.

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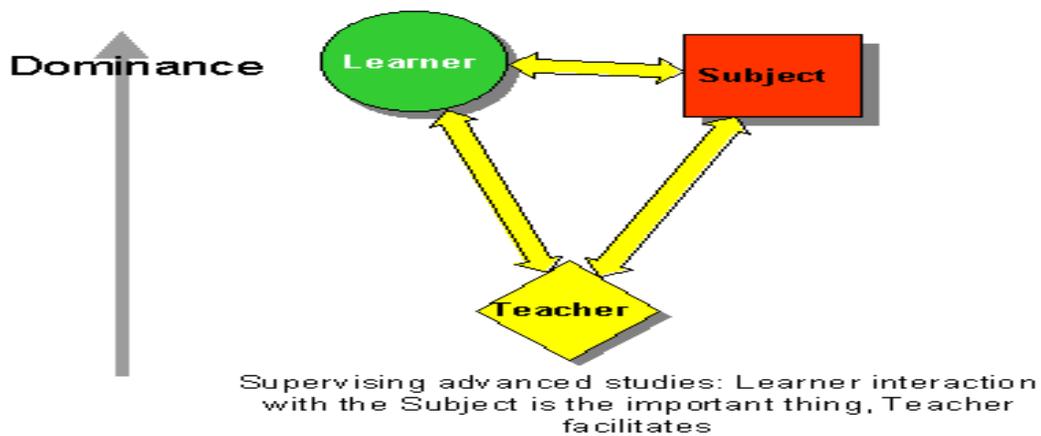
LISTS OF FIGURES

Figure – 1

Supervising advanced studies: Learner interaction with the Subject is the important thing, Teacher facilitates

Figure - 2

Figure : Essential aspects of the ideal teaching-learning process

TEACHING PROCESS
Approaches, Attitudes, Behaviour, Materials, Modes of Learning