



The Importance of Hands-on-Approach in Learning Practices

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ABSTRACT

Learning is a fundamental to human beings which can be derived through imitation. As the world undergoes shift in many a sphere now, there is a drastic swing in the learning practices. The traditional methodology followed by today's institutions makes students' bye heart, recollect, reproduce and forget the essence of the content within a short span of time. As society is the reserve of intellectual resources, it is the obligation of teachers to stimulate students how to learn, and use this knowledge to mould their personality by picking up information anywhere as well as anytime on par with the global requirements. Though children are good at getting the beautiful credits, they are unable to cope up with the trends how to survive at their convenience. There is urgency to reform educational policy and curriculum frameworks without affecting the ways in which schools actually function. Amidst proliferation of information and advanced technological aids, a student can depend upon the live participation in the classroom. The application of hands on approach awakens the spirit among students' in order to acquire scholarly expertise in the desired arena.

Key Words: imitation, learning practices, reserve, resources, global requirements

Cambridge Advanced Learner's dictionary defines 'Hands-On' as 'practical experience'. Hands-on learning is learning by doing. It has been a fashion to ignore what has been taking place in education today, both formal and informal, for years. Vocational education provides an opportunity to realize the lively and practical approaches to learn something. Hands-on learning makes the student engage in a total learning experience which enhances the ability to think critically. The student must plan a process to test a hypothesis, put the process into motion using various hands-on materials, see the process to completion, and then be able to explain the attained results.

Students had an opportunity to learn, think about, and apply social theory in academic and applied contexts, and gain substantial insights what they do, especially in a community development. David L. Haury and Peter Rillero, in the paper, "Perspectives of Hands-On Science Teaching" states: "An emphasis on actively involving students in learning has influenced American schools since the 1860s. However, the term hands-on learning seems to have emerged during the 1960s and may eventually fall into disuse. However, the activity-based approach to learning implicit in the phrase has long been important in science education and will likely continue to be held in high esteem by science educators who hold a constructivist view of learning" (1). There are a ton of opportunities to excel in and study





areas available. In every age, teachers are always willing to help learner succeed. They want students to do well because they are the pillars of the future world.

Learning is a fundamental to human beings which can be derived through imitation. As the world undergoes shift in many a sphere now, there is a drastic swing in the learning practices. The traditional methodology followed by today's institutions makes students' by heart, recollect, reproduce and forget the essence of the content within a short span of time. Joyce A Castronova in the paper, "Discovery Learning for the 21st Century: What is it and How does it compare to traditional learning in effectiveness in the 21st century?" asserts: "Traditional teaching and learning methods do not seem to be able to create the employee businesses look for today" (1). The classroom setting is a teacher-centered one where the teacher supplies information having much ambition and optimism. In the contemporary society, students' at the receiving end can be seen quite passive following chalk and talk of the class teacher. The formal classroom environment makes them fettered amidst the teachers' walky-talky instruction. Some students are very casual while the instruction is on that is devoid of active involvement.

As society is the reservoir of intellectual resources, it is the obligation of teachers to stimulate students how to learn, and use this knowledge to mould their personality by picking up information anywhere as well as anytime on par with the global requirements. In order to create interest among students, an emphasis is laid on interactive methodology where they can develop learning partnerships with the teacher. Hence, the teacher has to facilitate students' to share knowledge and make reasonable inquiry in a way that improves their analytical ability. Though students are good at getting the beautiful credits, they are unable to cope up with the trends how to survive at their convenience. The classroom learning equips information meant for reproducing information in examination papers which generates products without life. The passive transmission of knowledge does not improve confidence levels among themselves in order to face any situation in the practical world. There is urgency to reform educational policy and curriculum frameworks without affecting the ways in which schools actually function.

Amidst proliferation of information and advanced technological aids, a student should participate in the lively activities of the classroom. Though the utilization of technological aids creates interest in acquiring picturesque instruction, the impressions remain transiently on the surface of students' mind. While incorporating technology into the daily instruction, a teacher has to educate students how to apply technological aids in learning something. Otherwise, it becomes a hurdle to follow twenty-first century e-classroom. If it is accommodated, the instruction will inspire students' adopting current trends in the learning practice. A research paper entitled, "21st Century Teaching Strategies for a Highly Connected World" rightly points out: "Today, teachers who undertook the programme are using many different technologies and trying new approaches in their classrooms. The majority of these teachers reported visible changes in their students such as increased student





engagement and improved learning outcomes” (1). Teachers must update teaching methodologies knowing the needs of students.

Learners do things a bit differently that makes them successful. Innovation-focused learning environment reflects the real world in what students achieve high conformity in a ‘practice environment’ by working on real projects for real companies before they enter the professional sphere. Students are naturally fed up with the bookish knowledge that creates awareness about the things happening in the society. The classroom has to reflect the society where learners share trends through interaction. Susan E Cooperstein and Elizabeth Kosevar – Weidinger in the paper, “Beyond Active Learning: A constructivist approach to learning” says: “Although social interaction is frequently accomplished in small group activities, discussions within the entire class provide students to vocalize their knowledge and to learn from others” (142). Concrete learning practices should enhance life skills that drive them adapt themselves to any sort of situation. In the technologically advanced world, every student adopts innovative and challenging methodologies to reach the objectives of their career. In this context, the teacher should provide academic freedom for students to think critically and transform their ideas into a design. Dr. Brigid Barron and Dr. Linda Darling-Hammond in the book excerpt, “*Teaching for Meaningful Learning*” states: “Design projects require students to set constraints, generate ideas, create prototypes, and develop plans through storyboarding or other representational practices. These are all critical twenty-first century skills” (6). The budding technocrats ought to take the opportunity in the classroom adopting novel projects in order to establish themselves as successful individuals.

In the event of encountering problems that arise in the path of life, there is a need to learn how to face problems effectively. The text book only supplies the knowledge that does not strengthen the character of students in the face of difficulties. The struggle for survival in the information age enervates individuals if they are not strong enough to face them with will power and determination. Hence, the classroom instruction has to instil life skills among students in order to confront conflicts of the age. Marilyn M Lombardi in the paper, “Approaches That Work: How Authentic Learning is Transforming Higher Education” asserts: “Frequently confused with the mere introduction of problem-solving activities into traditional lecture-based curricula, problem-based learning (PBL) only rises to the level of authentic engagement when it changes the entire way in which a course is conceived so that instruction revolves around complicated, true-to-life dilemmas” (13). Coping with the problems decide the success of an individual.

In some cases, there is no relevance between their occupation and qualification in today’s world. A book entitled, *Learning Outcomes* states: “Competence-based qualifications are fundamentally a statement that a person is qualified to work in a specified field or occupation” (12). The application of hands on approach awakens the spirit among students’ in order to acquire scholarly expertise in the desired field where they can exhibit their innate talents and skills that strengthen them to prosper in the job.





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