

High Engagement for Diverse Learners in a Multimodal Pedagogical Approach

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ABSTRACT

Teachers can establish a more engaging learning environment by focusing on a Multiple Modality Pedagogical Approach that incorporates flipped learning, student response systems, discussions, and in-class activities. Teachers can use this multi-modal approach to scaffold their courses by starting with a variety of various learning modalities in the classroom. By adopting this instructional approach, educators and learners gain advantages. While students can learn at a pace that suits their personal needs and become more involved with the curriculum, teachers can identify areas of weakness in their classrooms and observe improvements in performance and student satisfaction.

Keywords : Pedagogical; Diverse Learners

INTRODUCTION

Perspective

In order to reach students in the classroom, teachers frequently underuse a variety of modalities, such as interactive assignments, films, and student response systems (SRS); this leads to a lack of diversified learning

environments [1]. Multiple learning modalities must be developed, not just for blended and online learning but also for traditional in-person instruction [2]. Since varied learners do not learn as well in a typical teacher-centered method of lecture-based education, the primary motivation for switching to a multiple modalities pedagogy is to address the lack of learning environments that prevent different learners from thriving [3]. Additionally, a teacher-centered approach lacks variety in stimuli, which makes students bored and requires more work on their part to learn and participate in programs. This method is not as efficient as implementing novel stimuli that make use of many modalities to stimulate the brain and aid in effort and attention, both of which are seen as limited resources [4]. It is difficult and faced with reluctance by educators to move from a teacher-centered approach to one that is more collaborative and constructivist [1]. Students become more engaged in their learning when educators move from a teacher-centered, knowledge-depositing method to a more collaborative, constructivist one [5].

The remainder of this paper will discuss a suggested pedagogical strategy for integrating and scaffolding various learning modalities over the course of a unit, along with the advantages of each. Utilizing the students' high expectations and engagement is one of the goals at every stage. Flipped learning, a student response system (SRS), and interactive classroom exercises like projects and small-group conversations are the sequence in which the modalities are used. Since it enables structuring of the material from superficial to in-Multiple Modality Pedagogical Approach Based on High Engagement for Diverse Learners, these are included in the sequence that makes sense. depth of Psychol Psychology Res Int J [6].

With the use of videos, flipped learning lets students study at their own speed [5]. Since Kahoot! ® offers instructors and students instant feedback, the SRS will make use of it [7]. Small group talks, which facilitate cooperative learning and interactive exercises that adhere to the constructivist method, will be covered last [1].

Flipped Learning

Active learning environments are preferred by students, regardless of their background, over traditional lectures [8]. Benefits of flipped learning include letting students study at their

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own speed and customizing their education [5]. Before class, students can watch the subject in video format, which allows them to learn at a convenient time and at their own speed [9]. Furthermore, based on students' own reports, it's a great technique to raise student involvement [10]. But it's crucial to remember that in order for students to be engaged with the subject, they must believe in it and be interested in it Birgili, et al. If the content is not produced adequately for the audience or is not immediately applicable, it can seriously hinder the effectiveness of a flipped classroom. Birgili and associates. The content must be pertinent, and if there are any videos, they ought to be well-made and last between six and eight minutes [11, 1]. Students are less likely to watch and participate in videos that cover too many topics at once if they are too long. Similar to how one might tune out a poorly produced TV show, students are likely to become disengaged from recorded lectures if the audio and visual quality is subpar [1].

The most difficult aspect of creating or obtaining films is not their duration or quality, but rather persuading students to watch and interact with them [12]. The way that students interact with prerecorded movies has not shown any discernible pattern. Occasionally, pupils who performed poorly watched a lot of films while others did not. In all fields and training formats, getting students or trainees interested in the content is a constant challenge [13]. It is essential to make significant connections between the videos and the topics taught in class if you want the students to participate. Creating a clear link between the films and SRS, conversations, and activities is the goal.

Student Response Systems

For involving students in the classroom, student response systems are perfect [7]. The reason it works so well to increase student engagement is that they engage with the material by responding to questions, taking part in surveys, and conducting research [14]. Teachers can utilize a PowerPoint-linking survey system [14] or an app like Kahoot to gauge students' understanding of the previously viewed videos from the flipped learning environment. They can also use low-stakes incentives like extra credit or small participation points [7] to incentivize students to watch the videos.

There are several benefits to using games like Kahoot in classrooms, one of which is that students find game-based learning to be extremely engaging [15]. One way to make boring lectures more engaging is to use Kahoot to create an

interactive pedagogical platform that can improve lectures [16]. According to Wang et al. [15], students who use this method generally feel that their performance has improved, the classroom environment has improved, and their level of worry has decreased. According to Butler's [17] research, Kahoots are an excellent choice for lengthy lectures since they encourage active participation and deeper learning. However, in the same study, researchers found some shortcomings with Kahoot, such as an unstable connection, the temptation to respond to questions rapidly, and the understanding that not everyone is cut out for competition. Still, it appears that the advantages exceed the disadvantages.

The ability to take breaks between questions in real-time assessment is one of the main advantages of Kahoot as an SRS. Targeted feedback can be given in real time through micro lectures that occur naturally throughout class. An instructor can do an in-person micro lecture that will assist students who are having difficulty catching up by using a Kahoot to see what topics students comprehend and struggle with [18]. According to research by Olde Scholtenhuis, et al. [19], pupils' exam scores are positively impacted by micro-lectures. The preparation for the subsequent round of discussions and in-class activities is idealized in these micro-lectures.

DISCUSSIONS

The use of activities and discussion groups to achieve the mastery component of learning is the next step in the multimodal educational process. In a variety of settings, small discussion groups are highly beneficial for in-depth learning [20]. When engaging in interactive in-class activities that successfully integrate the material covered in the course, students usually find it enjoyable and participate fully [21].

The small group discussion will ideally be set up to encourage cooperative conversation. The instructor should use discussion to fully explore the content, which should be carefully organized and curated [22]. Extensive discourse on critical classroom measures, including test achievement, engagement, and satisfaction, is beneficial, according to research [23]. It is important to note that education and achievement result from the need to clarify and elaborate on the assigned subjects [22].

Students who participate in discussion groups not only have a deeper understanding and comprehension of the subject matter, but they also express great happiness with the experience [20]. Hamann, et al. [20] believe that students who participate in discussions have higher critical thinking and

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communication abilities since they express high satisfaction with the conversations. The same report stressed how crucial it is for students to be ready to participate in meaningful class discussions in order for them to succeed. When using the method described in this work, students come to class already knowing something because they attended an SRS-led session that included targeted micro-lectures that flowed into talks and other in-class activities.

Students can observe how the material they have learned is used in real-world situations by actively participating in in-class activities [24]. Moreover, scholars propose that active participation in the learning process leads to gains in grades and overall satisfaction [25]. The fact that these in-class exercises and conversations would have been homework is a final advantage of this approach. Students can maximize their productivity outside of the classroom when they actively participate in group projects when the teacher is there. This means that students don't have to spend long hours solving problems because they can be solved quickly by peers or the teacher [5].

CONCLUSION

By combining flipped learning, micro-lecture, SRS, discussion, and assignments, teachers may take use of all the benefits that each of these modalities has to offer while also creating a framework for addressing a range of needs in the classroom. The research indicates that integrating flipped learning, micro-lecture, SRS, discussion, and assignments can boost teachers' effectiveness, satisfaction, and engagement. As the classroom environment grows more diverse, students are more eager to participate and interact with the curriculum. Adding a variety of modalities to a unit of information can assist reduce weariness and monotony. This is because each modality offers something new and exciting, making the experience more engaging [4]. It's proven to be effective to keep the lessons fresh and exciting an efficient way to involve traditional and diverse students in the university and classroom [26-29].

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