

# Effectiveness of Learner Facilitation Plan on the Learning Outcomes of Secondary Class Students

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**Abstract-** *A research project on the title “Effectiveness of the learner facilitation plan on the learning outcomes of secondary students in science” was undertaken in which an innovative pedagogical practice of; learner facilitation plan (LFP) designed by Vidya Bhawan G S T college was used during the practice teaching session of B.Ed. Students in the session 2016. Under the research project for a period of 15 days the secondary class was taught using the LFP and the learning outcomes of these students was evaluated. A single group pre-test, post-test experimentation was carried out, data as collected using a self-made achievement test and a set of 15 lesson plans on various topics of science were prepared on the LFP and used as a treatment plan. The findings suggested a great rise in the learning outcomes of the secondary students pointing towards the great potential of the LFP in raising the learning outcomes of the secondary students*

The learner facilitation plan is an innovative initiative of Vidya Bhawan teachers College where the pre service teacher trainees are exposed to the preparation of lesson plan via this learner facilitation plan and in the teaching practice program they complete the teaching practice using the lesson plans.

The format of the lesson plan in the learner facilitation plan focuses on the process objective in the light of the content objectives, where the content objectives related with the subject content are framed according to the knowledge, affirmative and skill domain along with these objectives a focus on the procedural formats where the process objectives come into light is given equal importance. These lesson plans are developed on the constructivist approach and there in the five E's are taken into account.

During the entire teaching encounter from the start engaging the student to the exploration and explanation and finally evaluation are completed through group activities designed in the format of the LFP, the class students are actually involved in activities and group work right from the start of the class till the end. The teachers only play the role of a facilitator thereby providing the learning resources and essential guidance to the students. Moreover the learner facilitation plan is prepared in such a format that it is free from any formal/ stringent rules and the teaching points of the subject as it comes in hierarchy are planned in such a way that small classroom activities are designed and the students of the class indulge in self observations, analysis, deductions and finally the understanding of

the concept through practical experience is achieved. The teacher only provides the necessary inputs, material aids and observation schedule thereby instructing and guiding the student in a constructivist manner here the student are free to observe and interpreted the situation on their own, they are allowed to discuss and deduce there analysis in group finally a report on the conclusions are presented by the group leader the entire design and format of the learner facilitation plan is so smooth and clear that the classroom interaction becomes interesting and students are motivated to indulge in the process with full zeal, they are automatically compelled to develop interest and curiosity in the activity of course the teacher is required to manage the balance and ensure that the students are proceeding in a sequential and proper manner in the activity.

The format of the learner facilitation plans are as follows:

<b>Learning Facilitation Plan Format</b>
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**1. Preliminary Information:**

Subject: \_\_\_\_\_ Class : \_\_\_\_\_

Peroid : \_\_\_\_\_ Date : \_\_\_\_\_

Duration: \_\_\_\_\_

Topic : \_\_\_\_\_

**2. Importance of the Lesson:**

Under this heading an overview and importance of the lesson should be mentioned.

**3. Content Analysis:**

Keywords (terms), main ideas, facts data, concepts, sub concepts, theory, main principles, types, sub types, categories, subcategories etc...depending on the nature of the subject and topic. This may be presented through flow chart, diagram, figures or a graphical representation etc...

OR

The major learning points amy be mentioned in a sequential forms with details of keywords, concepts etc...

**4. Learning outcomes:**

- What the students will have learnt by the end of the lesson in terms of the content? (Product outcomes)
  - a) .....
  - b) .....
  - c) .....
  - d) .....etc...
- What abilities will the learners develop through the strategy used in the class (Process outcomes)

For example: The learner will acquire the skill of participation/ discussion/ reasoning/ agreement/ negotiation/ thinking creatively/ imagining/ listening to others and developing curiosity and challenges etc...through the procedures mentioned in the step 7 (Below)

### **5. Material aids:**

- Charts, models etc...
- Describe what will you use?
- For what content/ process will you use it?
- Attach miniatures etc...
- Support material for felicitator: Card with 10"X5", text or reference materials/ (textbooks may used for some activities only)

### **6. Entering Behavior:**

Skill and knowledge needed for developing new content

### **7. Procedures:(write the procedures in Steps)**

Example

Step I

Initiation/Introduction (mention strategy)

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Step II

Exploration (Mention Strategy)

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Step III

Explanation)(Mention strategy)

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Step IV

Engagement (mention Strategy)

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Step V

Evaluation: Closure/conclusion/recapitulation

### **Note:**

- During the steps the class will work in groups or pairs
- Strategies for each step may be same or different as needed
- Teacher should act as a facilitator cum participant
- Evaluation is formative and may be done at the end of every step
- A list of strategies which may be used are
  - Experiment
  - Demonstration
  - Discussion

- Reading texts
- Brainstorming
- Observation
- Classification
- Generalization
- Reading/diagrams/maps/ sketches/figures
- Clarification
- Student presentation

### **8. Expected Chalk Board Work:**

Write/ draw/summarise the main teaching point on the board

### **9. Home Assignment:**

It should be an extension of what has been learned

It should be activity based

### **10. References:**

Mention an alphabetic order the textbook, reference book, reading material, websites etc... which has been consulted

### **11. Critical Self-Appraisal:**

After the lesson is over the student teachers must write a short note on their teaching on the basis of their classroom experience for self-improvement.

In the light of this learner facilitation plan a research project was undertaken to assess the effectiveness of this plan on the learning outcomes of secondary school students in science during the practice teaching program. The trainee teacher prepared lessons on LFP and on its base taught the 7th standard students for a period of 15 days and the learning outcomes or achievement of the students were evaluated using an achievement test. The Research Design followed was a single group pre-test, post-test. Before the practice teaching the pre-test was taken and after a period of treatment for 15 days on the learner facilitation plan a post-test was taken.

The sample of the study consisted of 25 “7th standard students” of government upper Primary School Neemuch Kheda Udaipur.

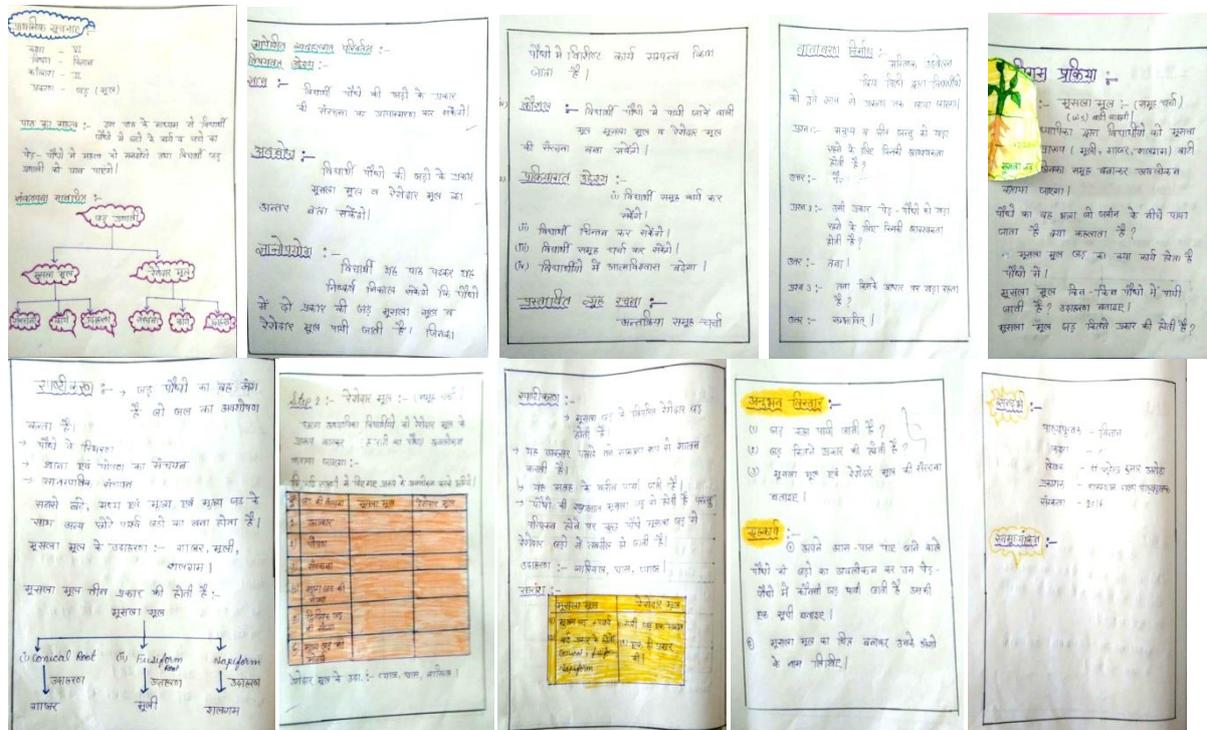
The statistical technique used for the evaluation of the data was T test.

The tool employed for the collection of data was a self made achievement test consisting of 6 multiple choice question, 3 very short answer, 2 short answer and 2 long answer type questions on the content of the lessons in science which were taught through learner facilitation plan. Another tool consisted of 25 lesson plans prepared on the LFP design.

Data was collected using the achievement test before the teaching endeavor and after the teaching treatment the data thus collected on pretest and post-test was evaluated using the T test.

The calculated value of t was 3.30 which was very much higher than table value of t at 0.95 and 0.99 level and 24 DF which is 1.71 and 2.49, so the null hypothesis was rejected that there is no difference in pre test mean score and post test mean score, suggesting a high mean of post test scores. The research findings suggested that the learner facilitation plan had a great impact on the learning outcomes of the student as the pretest and posttest scores showed a significant difference and the achievement of student was greatly facilitated by the learner facilitation plan teaching strategy the research suggests that the learner facilitation plan should be widely disseminated among the teaching fraternity as it is great potential towards raising the learning outcomes of the students

**Attached a copy of the lesson plan used**



## **References**

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