

Changing the Role of a Lecturer to Improve the Student's Learning Outcomes

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Abstract

The purpose of this study aims to review researches related to the changing role of lecturer in accordance with today's fast changing in the world education including in Thailand caused by the disruption of internet and technology. Educational institution needs to keep up with the best methods and tools to be used for ensuring the learning effectiveness. Therefore, the role of lecturer in this changing must not to be overlooked. To respond with this, lecturer is required to think differently, be strategic, be innovative, be creative, and promote learning culture. It is commonly known that teaching and coaching are two different occupational roles. However, the term of coach has been tremendously used in various area thus teaching and coaching can be integrated to improve the student's learning outcome. Methodology, the data were analyzed the contextual factors via using a literature review and data from practitioner as the methodology in this paper. The result, this study found a significant importance of lecturer's roles in conducting the active learning by using the technique of Think-Pair-Share format, Real-world situations, Students Debate, Minute Papers, Brainstorming, Cooperative Learning, Role-playing, Problem-Based Learning, Task Based Learning, Presentation-Practice-Production and Games. Conclusions/Recommendations, in changing the role of lecturer to be a coach and facilitator to improve student's learning outcomes. It is crucial that this role can have a major impact upon the success of the teaching strategy and the outcome of the students' learning. Conceptual framework model is proposed in this paper for the future research.

Keywords: Lecturer, Coach, Facilitator, Learning outcomes, Transformation

Introduction

Lecturer or teacher however, in this study will use the word of lecturer throughout the entire paper. Lecturer is the person who claims herself/himself in the category in a most respected position that can think of to get in her/his life. It is believed that teaching is a noble profession. Lecturer is not only required to teach but to nurture the students, to help students to learn and progress in life by providing good education along with the guidance out of the teaching class to student thus they can prepare themselves after graduation and facing with the real world both professional and personal. As the changing of world's education in this

21st century, the teaching method need to be addressed and role of lecturer cannot be overlooked (Newberry, 2014).

The lecturer plays an important role as a Coach and Facilitator in the learning process and improving student's learning outcomes to meet the changing of world's education (Loughran, 2014). However, research has highlighted that lecturers have concerns regarding the level of preparation they receive for their role (McKenny et al, 2015). The effectiveness of this role can have a major impact upon the success of the teaching strategy and therefore the learning outcome of the students (Cober et al, 2015). It is a crucial therefore, the lecturer functions in this learning process in a way which is effective to learning. The lecturer facilitates and coaches the students to work through the learning process. Student's learning research has recently emphasized on various aspects of the relationship between students' perceptions of their academic environments, the method of lecturer use doing the class to attract the student to learn and their learning outcomes. The importance of including learning outcomes in such studies is that the major aim of higher education is to produce high quality learning outcomes in its graduates.

Building on their existing knowledge, the students formulate learning objectives to find out what they do not know to explain this phenomenon. However, many authors have highlighted that there are difficulties with lecturers facilitates this. The skills used in facilitation and coach need to be learned, as they are not used commonly in traditional didactic techniques in education (Shaikh & Khoja, 2014). However, the definition of the term facilitator or coach appears to be used interchangeably within the literature. Individual facilitation styles vary considerably, and this variation has profound implications on the outcome of learning (Aslan, 2015). This inconsistency within the literature therefore creates difficulties in learning effective facilitation skills. The review of Facilitator and Coach role in the teaching process as lecturer will be presented in the next topic to understand more about the changing role of lecturer in this phenomenon.

Purpose of This Paper

The main aim of this paper is to explore “How can the role of the university lecturer be redefined to be a provider of such coaching, facilitating and if those are provided, what impact does it have to improve the learning outcomes of the student”

Literature Review

The role of Facilitator

The novice facilitator's process of learning is conceived of as an analytical and theoretical tool to comprehend implementation of teaching methods in current phenomena of education (Borko et al, 2014). Understanding the key conceptual tools of facilitators' learning process, to identity, meaning and participation emerge to make learning involves practices also being as active participant in such practices (Beauchamp & Thomas, 2009).

Facilitator can be outlines in the educational institute is to encourage the students to explore and reflect on existing knowledge to develop learning objectives. Exemplifying from the study of Fulton and Britton (2011) defined that the facilitator is an “internal designer” who thinks together with the team (not apart from the team) and guides them in the right direction, brainstorming with the team. Linder (2011) would agree with this believing that the role of the facilitator is to ‘use all means available’, intervening with questions, suggestions and information to stimulate discussion and thus assist the process of identifying learning needs. Knight et al (2014) found that the facilitators are those who had received professional development in the process and can be conducted the teaching method to integrate with student, to increase the attention from student. It is suggested that lecturer preparation and continued support is vital to change pedagogical attitudes and overcome lecturer discomfort.

This will lead to the successful facilitation of the strategy. However, Tack and Vanderlinde (2014) stated that only experiencing successful facilitation and meaningful learning from using coaching skill will bring about changes in attitudes. The term 'facilitator' is generally accepted as the role of the lecturer in the learning process. This is a process of discussing and analyzing the set of phenomena in need of explanation (Valoyes-Chavex et al, 2018) particularly in the current situation of Aviation Business subject. As the method of facilitation in the lecturer role to prepare the teaching flow is necessary for each class in order to engage student and maximize their cooperation in the class. In this paper will conclude the role of facilitator and recommendation will be also addressed for lecturer of Aviation Business Management program in the private university.

The role of Coach

Coaching is commonly known as related to improving others' sporting experience and/or performance at any level, however, nowadays is unquestionably a complex business. General agreement exists that the dynamic and intricate nature of the work in teaching, guiding and managing athletes precludes any paint-by-number plans that practitioners can easily follow (Anthony & Van Nieuwerburgh, 2018). Consequently, the need to coach holistically, in terms of viewing coaching as a complex social process, which involves a myriad of interacting variables, has increasingly gained recognition. Despite this awareness, more definitive plans about how we can better educate coaches to meet the integrated, pressured and fluid nature of their work have not emerged (Mesquita et al, 2014). As the coaching process involves dealing with a plethora of problems influenced by many and varied factors for example, it is not only coaches need expansive technological know-how of their sport but also the pedagogical skills of a teacher, the counselling wisdom of a psychologist, the training expertise of a physiologist and the administrative leadership of a business executive. The goal of coaching methods is to improve teaching practices to positively affect student learning outcomes by maximizing their potential (Murry et al, 2009).

Recent work in coaching has increasingly challenged the traditional view of objective decontextualized subject-matter knowledge acquisition (Sherwin et al, 2017). Coaching terms widely used in all area of development or teaching. Coaching can be defined as in-depth coaching as the method of real coaching is to maximize potential of person by questioning his/her to reflect the situation and seek for solution by himself/herself. This type of coaching generally lasts longer and is costlier. It is interesting to note, however, that there are some experts who recommend that coaching should not enter too far into the realm of psychology due to time restrictions and the fast-paced result-orientation of business (Cushion, 2016). Regardless of the type of coaching used, both are focused on helping the executive achieve goals which will enhance both organizational productivity and personal job satisfaction. This paper will present how coaching tool adapted in the class focusing on the Aviation Business Management program in the private university.

The importance of lecturer as the role of facilitator and coach

To sustainable the learning outcomes of students nowadays particularly in the higher educational institute. Lecturers are required a non-traditional role for the lecturer in the traditional teaching method. No longer is he or she an 'expert' conveying knowledge to receptive students. Instead, they are there to guide and facilitate the students' self-directed learning, coaching and facilitating to maximize student potential. Student can access all the knowledges and data via technology even on mobile phone hence, lecturer needs transformation he/she's teaching style to engage with student (Dinkelman, 2011). According to Charteris and Smardon (2014), the most crucial qualities necessary for this amended role include 'a genuine and personal care for students, and a real enthusiasm for learning'. Knowing how and when to ask appropriate questions is an essential skill for the Problem Based Learning (PBL) process of learning (Koh & Tan 2016). If the group is to remain

focused on key issues, to learn about pertinent areas in appropriate breadth and depth and to achieve the learning objectives set. As above discussed, Peer coaching is crucial in teaching, considering an effective method for improving student learning and attention by supporting teachers through a collaborative and reciprocal process of reflecting on, and improving, teaching practice. Being aware of these considerations and asked to reflect on the interactions they had with the students, particularly in relation to meeting the learning outcomes of the given problem scenarios. Netolicky (2016) described the importance of coach and facilitator in the context of educational. How to improve student's learning outcomes rather than using the traditional method that teacher is the center of the class to lecture only hence, using method of coaching is recommended for example peer coaching as an "empowering and identity-shaping experience. Coaching can incite non-linear growth and result in unexpected impacts; it requires a trust-based non-judgmental coach-coachee relationship" as stated by Netolicky (2016). Teacher can act as Coach/Facilitator role and conduct the new teaching tool e.g. peer coaching ensures ongoing, responsive, supportive, and authentic professional development and may provide a means to address the concerns raised by teachers in the class. As a result, it had great potential for embedded and authentic teacher professional development and the goal is to improve student's learning outcomes.

Methodology

This paper used a literature review and data were collected from various sources of research papers and practitioner particularly online channel for example Google scholar, Emerald, Sage, Elsevier, ProQuest Education Journals, E-books and Books to search for the relevant context and data. Reviewing from the journals have been published under ten year's period to ensure the data is modernization. The relevant journal is reviewed such as *International Journal of Mentoring and Coaching in Education*, using content analysis and synthesis technique write this paper. All data and content were analyzed therefore, it presents in the next chapter of result and discussion.

Results

From the analyzing and synthesizing the data. These findings illustrate how the changing role of lecturer as coach and facilitator is crucial to improve student's learning outcomes. This is opportunity to provide the innovative practice and encourage lecturer to shift their perceptions of how teaching and how learning is designed for their students. One of these perceptions is about the role of the lecturer.

Emphasizes the personal nature of lecturer and student interactions. Coaching students by asking questions, exploring options, suggesting alternatives, and encouraging them to develop their competence. Overall goal is to develop in students the capacity for independent action and responsibility. Works with students on projects in a consultative and provides much support and encouragement as the role of facilitator.

The outcomes of the small group discussions should be shared with the whole class. The lecturer may comment or ask members of the class to clarify certain points. The remarks of the lecturer and participants can be used to develop exam questions about the issues discussed. Students can write a short reaction paper or list two or three new ideas that the discussion raised. The disadvantage of this attitude is that one must wait for a group of "mature" students to show up before trying new strategies. But capability in students can be dynamic and be something the lecturer develops over time. Thus, lecturer can go beyond the expert/formal authority modes to foster improvements in students. When facilitative and delegate modes of teaching are used, students can learn to take initiative, assume responsibility, and develop their knowledge and skills. For example, in one study students were randomly assigned to two sections of the same course. One group was taught using

teacher-centered methods for two semesters. Thus, the expert/formal authority blend of styles prevailed.

The modification of traditional lecturers' role is the tool to incorporate active learning in the classroom. It is significant belief that when a facilitator was highly involved and consistently met with students will increase the enthusiasm of student to learn more but lower than if just met with the student sporadically (Borup et al, 2019). Inversely, Research has demonstrated, for example, that if a lecturer allows students to consolidate their notes by pausing three times for two minutes each during a lecture, students will learn significantly more information (Waters, 2012). Two other simple yet effective ways to involve students during a lecture are to insert brief demonstrations or short, ungraded writing exercises followed by class discussion.

Discussion in class is one of the most common strategies promoting active learning with good outcomes, lecturer can measure student' understanding from their presentation from the group discussion. If the objectives of a course are to promote long-term retention of information, to motivate students toward further learning, to allow students to apply information in new settings, or to develop students' thinking skills, then discussion is preferable to lecture (Waters & Leong, 2014). Research has suggested, however, to achieve these goals lecturer must be knowledgeable of alternative techniques and strategies for questioning and discussion to motivate student to have a critical thinking mindset. In addition, it must create a supportive intellectual and emotional environment that encourages students to take the action. (Ashmore et al, 2018).

Conclusion and Recommendation

Transformation in learning and teaching of education to improve students' learning outcomes particular in higher educational institution require commitment and collaboration from faculty and academic. With the efforts, innovation, creation to change the content and teaching methods to achieve the goal. An excellent first step is to select strategies promoting active learning outcomes that lecturer can feel comfortable with. It points out that good practices which developed by institutions or universities create a great value in the process of structuring and transformation of education and teaching method. Focused on subject matter that is neither too abstract nor too controversial, and familiar to both the faculty member and the students to create vibrant environment of learning. (Leal Filho et al, 2018).

This paper has shown the improvement of learning outcomes strategy combine with roles of facilitator/coach in the classroom. The implication of this paper to new knowledge and strategy is twofold. Firstly, it present concrete scenarios of transformative initiatives, also showing how teaching method can be implemented across contexts. Secondly, the paper shows the changing role of lecturer approaches to enhance the effective learning outcomes are feasible and desirable for any educational institute. It require the collaboration approaches among lecturer to working group and learning community, with open discuss about how to redesign courses, teaching methods and set the vision in teaching and learning together. This is admittedly, not an easy task to change particular for the traditional lecturer. In addition, any educational institute should pay more attention about the need to work towards integrating practice and theory. It is crucial for developing the transformative ability of students as reflect of the academics on their own values and support to improve this changes. Characteristics of Active Learning has some characteristics as follows:

- a. Learning process emphasis is not focusing on delivering information but developing students' critical thinking and analysis.
- b. Students do not only listen the lecturing passively, but also do something related to their course actively.

- c. The stressing in teaching and learning is in values exploration and attitudes related to the course.
- d. The students must think aloud, analyze, and evaluate their learning.
- e. Feedback will be given directly and faster to the students in the teaching and learning process.

Howlett et al, (2016) stated that after 30 minutes lecturing, the students' tend to lose their concentration the class and no point to continue the class. Hence, the students' participation in the teaching and learning process can decrease the students' boring and increase their motivation to learn. It is agreed with the previous point of view and emphasizes the importance of how to enhance critical thinking of student. As pointed by Howlett et al. (2016), academic should be the first place to transformation. Finally, the teaching and learning process can achieve high learning outcomes.

Recommendation

This paper recommends some techniques of teaching methods, the changing role of lecturer and improve the learning outcomes technique for student as follow.

- 1) The simple activity that use in the classroom is Think-Pair-Share format. Given the learner time to think about a topic, turn to their neighbor for a short discussion, and then share the results with the rest of the learners. For instance, the pair may discuss about the good point of each other and share to other (Aksit & Demir, 2016).
- 2) Bringing up the real-world situations, actions and consequences as the case studies use real-life stories that describe what happened to a community, family, work, or individual to prompt learners to integrate their newly learned knowledge with their knowledge.
- 3) Minute Papers this technique gives opportunity to the students to express their understanding. Prior to the classroom, lecturer act as facilitator/coach to ask question e.g. 1. What is your expectation of learning outcome at the end of the class? And let the student put their expectation on the post-it papers and place at the blackboard. Students can synthesize the material provided before. In the end of the study, student should answer some questions to check their understanding about the lesson. Some example questions should be asked at the end of the class are: 1. what have you learnt today? 2. What material don't you understand yet?
- 4) Brainstorming is another simple technique that can involve the whole class in a discussion. Introduce a topic or problem and then ask for the learner's input, which you record on the board.
- 5) Role-playing games constitute a unique environment in which fantasy, imagination, and reality intersect and oblige participants to occupy the role (Houchens et al, 2017). This format helps to engage student in one another and get effective outcomes when student acts like real situation by using imagination and knowledge for example in Aviation Business, role playing as servicer and customer.
- 6) The recommendation as below diagram for future research conceptual framework model of lecture to improve learning outcomes of student. The model has been constructed from the analysis and synthesis the literature view from academic and practitioner as the main aim of this paper as per below figure 1.

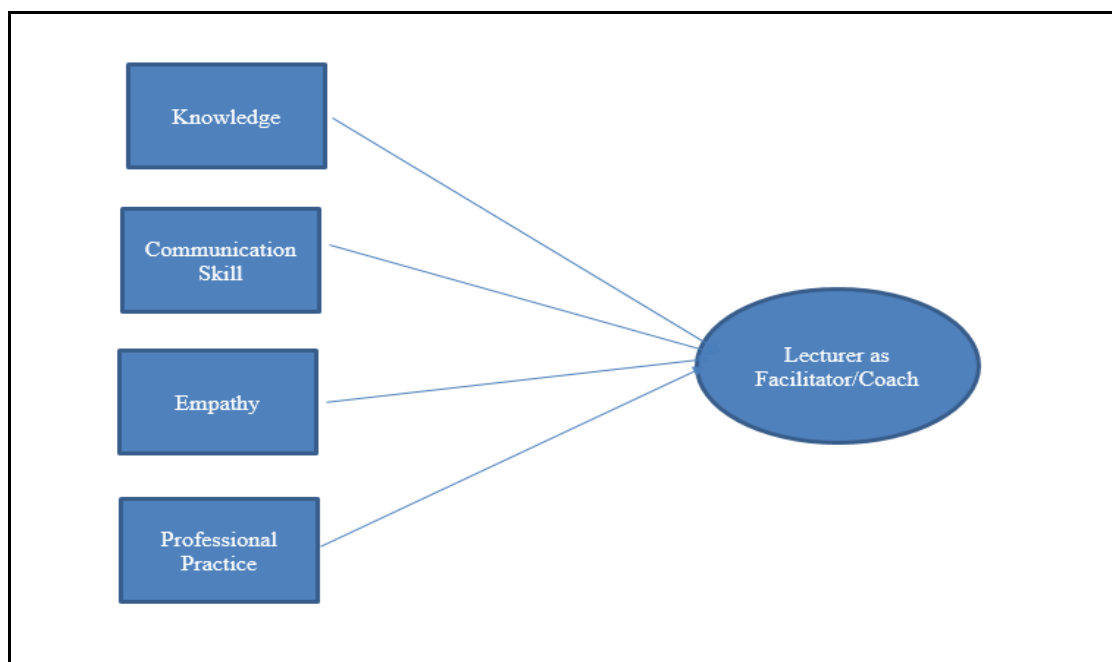


Figure 1. Proposed Conceptual Framework

Proposing 4 independent variables (IV) to examine the role of lecturer as facilitator/coach in the future research. Details of 4 variables will be explained in Table 1 as below

Table 1: Lecturer as Facilitator and Coach

Knowledge	Communication Skill	Empathy	Professional Practice
Knowing content that students are supposed to learn! Knowing ways to unpack, represent, and make that content learnable! Knowing how students think about the specific content! Knowing ways to teach the specific content	Clarity of content Story telling skill Verbal and non-verbal language Predictive accuracy Perceptual accuracy Communication effectiveness	Feelings of warmth Concern for others Compassion Willingness to see student growth Perspective talking in the positive way To show personal distress concern	Design and plan effective learning and teaching Flow of learning in the class Classroom Environment Creating an environment of respect and rapport Managing classroom procedures Using questioning and discussion techniques Growing and developing professionally Showing professionalism

The table illustrates the essential skills consistency for the role of lecturer as facilitator and coach need to have. Explaining each of skills are:

- 1) Knowledge is to characterize professional knowledge for teaching as the role of facilitator and coach
- 2) Communication skills lead to teaching effectiveness and increase student learning outcomes

- 3) Empathy affect relationship satisfaction trough the influences on specific action or behavior
- 4) Personal practice ensures quality of teaching and promotes professional learning
- The recapitulate of changing role of lecturer to improve student learning outcomes in this paper

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