

**FAMILY MODULE: STRATEGIES OF TEACHING TOWARD HIGHER
MENTAL AND SELF CONFIDENT**

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Abstract

Personal family module is there to flavour a learning environment designed around other learning models. Learning and teaching involves counselling where this module is used to counsel students when we wish to help them learn to reach out to the world more fully and positively. Intends to lead learners towards higher mental and emotional health by self-confidence development and a real sense of building self-empathetic reaction towards others. The current generation are more independent with knowledge that obtained from everywhere. Each and every student have got their individual personalities, aims, needs and wants. This gives them the preference to choose the type of learning environment they want in order to allow them to feel comfortable and conducive.

Key word: Personal Family Module, Higher Mental and Self-confidence

Introduction

When it comes to personal family module, it is all about the feelings that a learner undergoes. As for our basic understanding, the personal family module is a general model of teaching. This personal family module is there to flavour a learning environment designed around other learning models. Learning and teaching involves counselling where this module is used to counsel students when we wish to help them learn to reach out to the world more fully and positively. Furthermore, the personal family module indirectly builds a curriculum in the academic subjects around the ability and experience of the student themselves.

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Calhoun et al (2015) mentioned that in order for an individual to increase its proportion of education that emanates the needs and aspirations of the individual, application of the personal family module is essential. It also refers that this personal family module intends to lead learners towards higher mental and emotional health by self-confidence development and a real sense of building self-empathetic reaction towards others.

The personal family module is related to the teaching - learning process. A common situation which every learner faces it the questions such as why do I need to acquire knowledge, why do I need to learn this when others are doing something else and so on. All this led to a feeling of the learner. To look into this matter, Garge & Berlin (1992) stated that the use of models as learning aides have two primary benefits. First, models provide "accurate and useful representations of knowledge that is needed when solving problems in some particular domain". Flowingly, it referred to that a model makes the process of understanding a domain of knowledge easier because it is a visual expression of the topic. Leslie Owen Wilson mentioned that the end point is that each and every family of models has its advantages and disadvantages, and there is a huge deal of variety in the existing array of models.

A preference for one design of models over another will not necessarily apply dominance or heightened effectiveness. It may just be the suitable alignment of one's fundamental beliefs to individuals that direct the model. There is no standard model of teaching, and all models are never suitable for all instructional situation. In point of

fact, there are prototypes that are a much better match for certain tasks. Cumulative the variety of one's education technique is the main power of learning the models. The greater number of model's teachers investigate, understand and practice, the more techniques they will have at their disposal and the better their chances at optimizing efforts to successfully reach and teach their students.

In the Personal Family Module, we look into the feelings of the learner. Capilano University identified that it is important to develop positive self-esteem. Here it means that it is a degree to which you value yourself. It refers to an individual's thoughts and feelings about yourself and your place in the education world. According to the research done by the university, they believe that an individual's level of self-esteem influences every aspect of our lives. This includes education, health, happiness, and personal relationships and so on. This self-esteem positive relates to a positive feeling towards whatever we do. It gives us the motivation and determination to progress on the path we endow. In the Personal Family Module, they an individual could feel much appreciated and valued when sufficient attention is provided to the learner. A positive encouragement leads to positive feelings about whatever the learner is doing. Experiencing success could be achieve through Personal Family Module when they show a positive character or reaction towards a learner.

In the 21st century learning, a student has access to a large number of information. The current generation are more independent where they don't need to

be spoon fed with knowledge as knowledge is able to be obtained from everywhere. Each and every student have got their individual personalities, aims, needs and wants. This gives them the preference to choose the type of learning environment they want in order to allow them to feel comfortable and conducive. The 21st century learning has made students life easy as they have the best and greatest tools for learning assistance. They own expensive devices with capabilities to produce blogs, info-graphics, books, videos, and tutorials for informative knowledge, just to name a few, but in many classes, they are still asked to turn those devices off and work with hand-outs and worksheets.

In order to be capable to provide students with choices, having one's own practical experience and expertise will be very advantageous. Since technology retains developing, learning an instrument once and for all is not an option. The good news is that latest technologies are new for the novice and knowledgeable teachers alike, so everybody can jump in at any phase. Another significant attribute is to go paperless. Forming teaching assets and actions on one's own website and combining technology can allow students' knowledge experience to a higher level. Sharing links and offering numeral discussions as contrasting to a continuous paper flow permits students the right to use and share class resources in other organized manners.

Dewey (1938) described progressive education as "a product of discontent with traditional education" which imposes adult standards, subject matter, and

methodologies. In contrast to traditional classrooms, Dewey thought that schools and classrooms should be representative of real-life situations, allowing children to participate in learning activities interchangeably and flexibly in a variety of social settings (Dewey, 1938; Gutek, 2014). In the United States, schools and classrooms are still placing an emphasis on the importance and relevance of building community, building strong relationships, developing higher level thinking skills for real-life application, and following student interests when planning for instruction. Students who are participating in academic programs such as the ones presented here, will likely be critical thinkers and significant, positive contributors to their local communities and to society as they mature into adult citizens.

For a learner to understand what they are learning, it is utmost important for the knowledge to be relevance. In the 21st century, teachers need to begin with generative topics, ones that have an important place in the disciplinary or interdisciplinary study at hand and resonate with learners and teachers. Students and teachers might study implications of climate change for their local area and other areas with similar geographic characteristics. They might learn how to use their knowledge of basic statistical principles to improve their understanding of statistics used in popular press. They would not, however, study the justice system from the perspective of governmental facts to be memorized because strong generative topics require student engagement with complex issues. Both teachers and students benefit from the use of generative topics and reinforcement of relevance. Teachers like this method because it allows for the freedom to teach creatively. Students like it because

it makes learning feel more interesting and engaging, and they find that understanding is something they can use, rather than simply possess. All this satisfy the feeling of a learner as they will be able to accept the knowledge as it is relevant to them.

The 21st century learning system has played a major role in learning to learn. Not only is learning to learn a critical skill in itself; activities that develop metacognition also help students to learn skills, knowledge, strategies, and attitudes more effectively. The goal of this practice is “to increase pupils’ curiosity and motivation to learn, and to promote their activeness, self-direction, and creativity by offering interesting challenges and problems. Teachers can develop students’ metacognitive capacity by encouraging them to explicitly examine how they think. Researchers studying the use of concept maps in a school in Melbourne, Australia, found that a practice in which students wrote “thinking” in the middle of a blank piece of paper and then recorded their ideas about thinking was an effective way to make them more self-directed learners and better thinkers. Teachers can also reinforce students’ metacognition by modelling it on a regular basis and talking through their own thinking as they address an example problem and then asking students to reflect on the teachers’ model.

Taking an example of the Singapore Education module, they practice that Knowledge and skills needs to be supported by values. Values describe a person’s charisma. They character the beliefs, attitudes and activities of an individual, and

therefore make up the core of the context of 21st Century capabilities. The framework contain of Social and Emotional Competencies are expertise necessary for learners to identify and manage their emotions, create care and concern for others, create liable decisions, form positive relationships, as well as facing challenging situations successfully. The other fragment of the structure is Civic Literacy, Global Awareness, Cross-Cultural Skills, Critical, Inventive Thinking, Communication, Collaboration and Information Skills. Having all this will help the learners to embody the Desired Outcomes of Education (DOE). These are characteristics that instructors aspire for all Singaporean to own upon the accomplishment of his official education. The person who is educated in the Singapore Education structure has a good common sense of self-awareness, a wide-ranging moral compass, and the required skills and knowledge to face challenges of the current and future generations. An individual is responsible to his family, community and nation. This gives them the answer to their questions such as “why do we need to study”.

In the learning process, there are educational reformation and innovation been tangled in order to provide learners from the 21st century with the right knowledge and skill. Innovation and knowledge management has led to many studies which argued for more elastic, open methods of learning and of educational organisation but while it is not impossible to find various promising examples, it is not difficult to look for evidence of more continued and widespread transformation. A diversity of the influences inhibiting necessary change to out-dated practices has be present scrutinised in Centre for Educational Research

and Innovation (CERI) work on knowledge management (OECD 2000a; OECD, 2004a). This proposes that, in general, educational institutions have poor networking and knowledge-sharing within teachers. Expenses on educational research and development is very little in contrast to other segments of activity characterised by the demanding development and use of knowledge and the use of the R&D is quite restricted. Most of the specialized knowledge that trains use in their daily work is tacit. It is seldom made obvious or commonly shared with colleagues. Schools and classrooms are generally isolated one from another rather than connected. In short, the message is that a lot of schools still incline to have only elementary knowledge management practices, in spite of knowledge being education's obvious business.

On the other hand, Reformation and innovation would be too simple to contrast the enterprise of reform as something focussed from the centre and necessarily flawed in dissimilarity with the significance of grass-roots invention. The "culture of the experiment", considered and practised as an exclusion to the general rule that rests otherwise untouched, made its system deeply into schools and teachers' competence. This indication of doing "good untried things" means primarily something exciting and innovative that affects only certain individuals in the school or segment of the organisation but not the procedures and the mainly dominant carry out of teachers and schools. (OECD 2003: 89-90). Hence, there is requirement to recognise more deeply the nature of improvement and to emphasis on its inspiration and sustainability, even bureaucratisation, rather than just collect examples of

innovative practice as if by themselves they might inspire a reflective change of practice.

In the 21st century learning module, researchers have suggested that effective learning will transpire if each student receives a personalised learning understanding. Diverse learners enter the classroom with different intellectual structures and as we know from neuroscience, individual features are far from static. Therefore, students pick up best when they are located in a learning atmosphere that is profound to their pre-existing arrangements and that is elastic enough to adjust teaching approaches to individual wants. Formative valuation can be understood as an essential component of those modified learning methods, as it is regarded as by the constant identification of and replies to student's necessities. The enthusiasm to learn, the acceptance about one's own capabilities and the existence of learning approaches are a prerequisite for successful and life time learning. Learners can obtain knowledge whenever they want it from a diversity of sources such as books, technology, and experts around the globe. ICTs have become new and more important in today's realm to acquire knowledge. Even though ICTs itself do not appear to have a optimistic learning effect, it is undeniable that the use of ICTs itself wishes to be a goal of today's schools.

21st century learners must possess both self-direction and an ability to collaborate with individuals, groups, and machines (McCoog , 2008). Social interacting is built on the awareness of in what manner people know, should know or interact with each other (Zaidieh, 2012). Public networking enables pre-service

teachers join in technology into teaching and learning. In addition, it will capacitate them to be publicly aware of the complications of the students. Electronic social-networking services such as MySpace and particularly Facebook have speedily earned recognition. Ractham and Firpo (2011) as cited in Zaidieh (2012) stress that the model of the web as a regionalized search engine to quest information or connect with others is attractive obsolete. In addition, he stated that the most well-known in the world of social setups are Facebook (Facebook.com) and Twitter (Twitter.com) and Instagram and others.

The social network sites emphasis comprehensively on constructing online groups that bound together with mutual interests or actions (Zaidieh, 2012). Thereby deliver pre-service with tools that assist them to do so. In the field of E-Learning, the social network sites can be utilised to communicate and debate topics online. As exposed by Boholano (2013), ICT does not robotically improve teaching and learning, teachers must do something in directive to persuade learners. The development of the teaching learning method depends on the approaches used by the teacher. Technology will assist teachers in facilitating effective teaching. Lombardi (2007) mentioned that Social networking tools such as delicious, or citation managing tools for researchers such as Connotea, can guide learners find a wider community eager to share materials and references. In Lampe (2007) it is stated that Facebook permits for two types of "friendship" links that are with users at the similar institution or with users at other institutions (now called "networks"). In the same study, it was specified that the sections "About Me," "Interests," and "Favourites" are the utmost open fields

accessible to Facebook users, with users capable to articulate many favourites that form the public facade they are trying to present to others.

The accomplishment of social media environments rests on the right equilibrium of these fundamentals (Burke, Marlow & Lento, 2009). According to Vie (2008) compositionists have struggled to move away from these contributory views of technology in investigating the digital division and in undertaking so have raised up important queries about the greater societal issues associated to the matters of technological knowledge and admittance. In line with this, the pre-service teachers used technology in teaching. Students say they are driven by solving real-world complications (Lombardi, 2007). In the similar study, technology is also given that access to situations that might or else remain opaque to numerous novices, mainly so-called experimental learners. Pre-service teachers must hold the 21st century skills in social networking. Lombardi (2007) discloses that reliable learning can rely on educational software established to simulate typical situations that authorities come across in real-world situations.

Conclusion

The Personal Family models lead learners to be in control of their self-learning. Student centred activities are catered for learners. Chances and capability to learn is very much reliant on the learning community that gives the opportunity for learning

to take place. This will help learners to obtain greater range of skills and strategies for their own individual progress.

(2683 Words)

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DURATION /STEPS	CONTENT	TEACHING AND LEARNING ACTIVITY	REMARKS
Set Induction (5 min)	Watch a video clip on Incey wincey spider	Teacher plays the rhyme on insects Teacher get into discussion with students to learn what they know about insects Students watch the video clip and sing along. Students talk about what they saw in the video clip. Teacher explains about the video and the connection to the days topic (insects)	Students make inferences (Video 1) Students participate actively MI: musical and visual TA : LCD, Laptop
Step 1 (15min)	Watch a video clip on characteristics of insects	Students watch a video clip on characteristics of insects.	Students state their opinion and views .

		<p>Discuss about the characteristics about the insects eg</p> <ul style="list-style-type: none"> • All insects have six legs • All insects have 3 body parts Head thorax and abdomen • Insects have antennas • Bugs are Arachnids 	<p>Students take part actively in the discussion</p> <p>(Video 2)</p> <p>MI: Visual naturalist and interpersonal</p> <p>TA : LCD, Laptop</p>
<p>Step 2 (17min)</p>	<p>Field trip to observe insects around the school.</p>	<p>Students are grouped into pairs. Each pair is given a lens and an empty transparent bottle to observe insects.</p> <p>Teacher takes the students out around the classroom</p>	<p>Students process the information give ideas and make inferences</p> <p>Cooperative learning and</p>

		<p>Students look for insects and observe them using the lenses</p> <p><i>(Students are allowed to bring their insect in the classroom by putting it in the bottle for further observation)</i></p> <p>Discuss the characteristics of the insect they observe with their partner</p> <p>Teacher discuss with students about their observations.</p>	<p>hands on activity</p> <p>MI: Visual Interpersonal Kinaesthetic</p> <p>TA: Lenses, realia</p>
<p>Step 3 (20 min)</p>	<p>Draw the insect they have observed</p> <p>Label body parts of an ant</p>	<p>Students are given a sheet of empty paper. They draw the picture of an insect that they observed.</p> <p>Students label the body parts of an ant in the worksheet independently.</p>	<p>MI: Visual, Kinaesthetic</p>

<p>Students are also given the opportunity to discuss with their partner about the topic</p> <p>Assessment: Pupils are assessed in ways they answer questions and activities through work sheets and discussions</p>			
<p>Closure (3min)</p>	<p>Revise characteristics of insects</p>	<p>Teacher asks students about what they have learnt during this lesson.</p> <p>Teacher revise on the characteristics of insects</p>	<p>TA: Students worksheets</p>

Reflection

REMEDIAL ACTIVITY WORKSHEET

Name _____ I can label the parts of an ant.

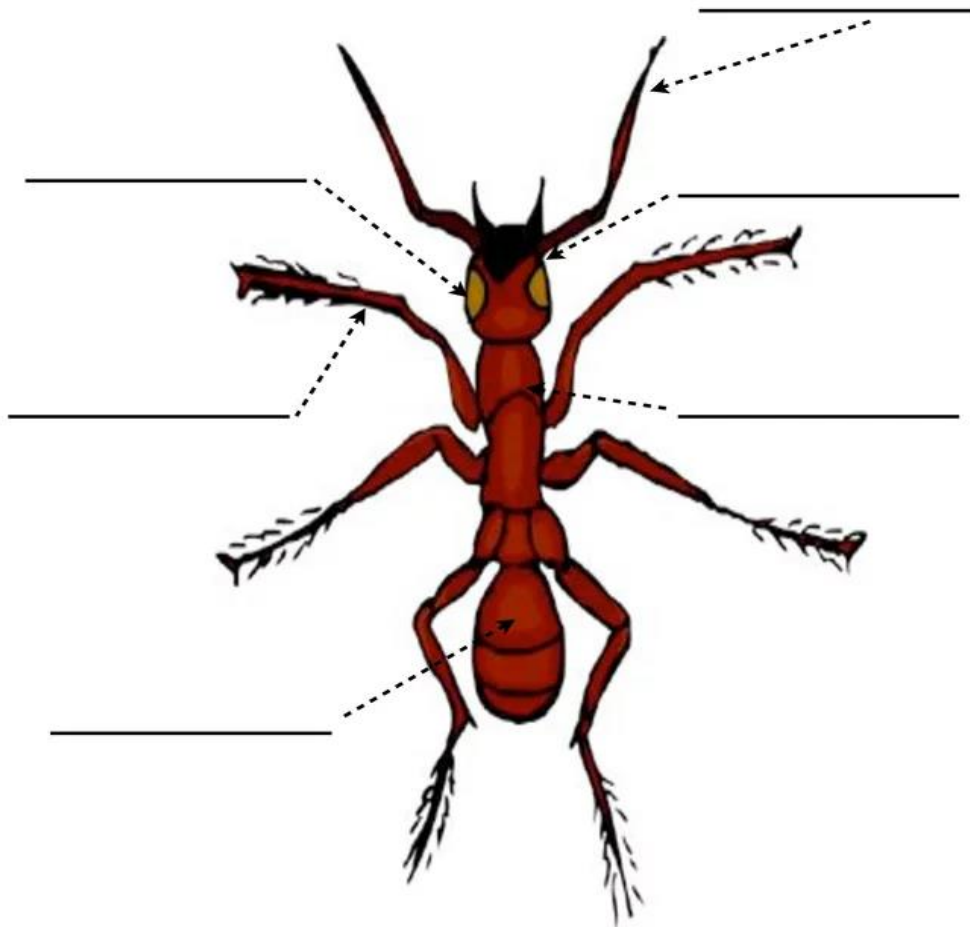
head thorax legs abdomen antennae

ENRICHMENT ACTIVITY WORKSHEET

Name: _____

Label the Insect

Directions: Study the insect below. Label its body parts.



(1853 Words)

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