THE WABASH CENTER
JOURNAL ON TEACHING

Preparing the Next Generation of Teachers for 21st Century Education

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This book is a collection of nineteen essays written by professors from different areas at Taylor's University (Malaysia) since this institute started a new process of teaching and learning evaluation in 2012. The goal of this project is to enable the students to be more independent and self-directed learners outside the classroom by revising pedagogies with technologies. The reusing of experienced pedagogy and curriculum that the teachers were trained with is not a good idea in the twenty-first century. It also reveals a lack of awareness and ability to apply technology to discipline and domain knowledge by the teachers. By using a "360 degree" evaluation and feedback system, this institute measures students' engagement, gathers feedback from learners, and identifies the strengths and improvements that each teacher can use for their teaching. The project also includes studying how a lecture recording system can enhance self-directed learning, how Moodle management can create a healthy self-guided learning environment, and how a project-based learning approach can assist in gaining skills professionally, digital experiences beyond audio/visual modules in class or on online platforms, and cross-cultural learning experiences.

This project shifts from a teacher- to a learner-centered learning paradigm by providing successful examples with e-learning tools and activities. Instead of merely memorizing and regurgitating facts from the teacher, learner-centered teaching requires conversation between teachers and learners to set up individual reasonable goals; everyone takes on a proactive role and learns something beyond the class. The teacher is the role model and prevents students from getting overwhelmed, guides them to proper resources, and helps them to self-evaluate, their learning. Blended learning, which integrates traditional face-to-face interaction and technology-based learning, should be considered when designing classes for more engaging and meaningful learning experiences, especially for Gen Y and Z learners who are technology-proficient. More additional references provided via technology and collaboration are encouraged and expected to both physical and virtual class.

E-learning tools (such as Zoom for distant lecture and discussion and Canvas for weekly assignments and term papers) are very common. However, these tools are more helpful if the teacher and the institution have redesigned pedagogies that reflect the different learning and teaching philosophies of the digital world, rather than complain about the inconvenience and time consumption of those new technologies. Taylor's University adopted a Moodle-based e-learning environment that assists the students in self-directed and collaborative leaning and assists them in developing practical skills from different disciplines. If you sometimes feel technology is a burden in your teaching or that there is a gap between your institution's requirements, your expectations, and students' experiences, especially the accumulating needs of the online classroom and the fast-changing needed interdisciplinary knowledge, this book will provide inspiration and insight through these different live examples. If you could have some impact on an institutional setting, this book empowers making smooth and efficient changes—in the beginning, it is the learner.