

Dynamic Learning, new classroom management approach

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Abstract

This paper reasons the effectiveness of the dynamic learning approach as an alternative to teacher-controlled or pre-designed instructional systems. It also outlines what might be the most successful way to store knowledge in students' minds through developing critical thinking and new skills of gathering information. Teachers who adapt the dynamic learning approach are usually concerned about sharing the responsibility of the educational process between the teacher and the student. Between teaching and learning, educators and students must communicate out-of-the-box ideas which evolve creativity and innovation in sharing of new knowledge, generating flexible learning activities, and creating new classroom environment. The bottom-line of dynamic learning is that students learn how to think, observe, and reflect. As for the content, it simply changes every day.

Keywords: Dynamic Learning, classroom Management, Learning Management, teaching Techniques, Learning Techniques.

Unlike traditional educational system where a teacher comes to a class and starts his magic performance of pouring information into, presumed, receiving minds, dynamic learning comes as a result of students' efforts to gain knowledge without much of resistance or struggle. This process lets the brains massage the knowledge before sending them to the storing memories. The teacher role in this process is critical and vital. A teacher balances students' interests of the subject matter,

guides them to available and appropriate resources, and finally evaluates their efforts based on their learning capacity.

The entire dynamic learning process never excluded the recognized traditional teaching as part of the dynamic learning. The only difference is the amount of teacher's participation. In reality, dynamic learning gives a teacher an opportunity to learn about students' psychology, try new techniques, and listen to feedbacks. In such environment, everyone is learning from each other. So why it is dynamic! The nature of this approach has to change frequently to fulfil different levels of the desire to learn. A class of twenty students means one thing in the dynamic learning, there has must been twenty different levels of capacity and therefore there has to be twenty different approaches of learning. This blend of approaches triggers students' attention during class attendance and at home when they do their homework. Bloom (1956) demonstrated in his research that learning increases when varieties of learning approaches are used. Presenting favourite section of the due chapter by students, answering, and asking question are all forms of dynamic learning.

While presentation is one of my favourite methodologies of learning, many students usually have difficulties to present their wonderful ideas and many cannot imagine themselves addressing any number of audience. There has to be another methodology to measure their learning performance. Teachers normally have to check on regular basis how his/her approach is appealing to students. A strategic mix between homework, presentation, and quizzes gives students a fair chance to collect good grade somehow.

The cooperation and mutual interest of making a possible successful academic term should present a delightful experience to all parties involved. It is great to see students' relatives attending the final project presentation as a way of support. Yes, this might be the case in a PhD defence session but in an undergraduate final exam, that was an outstanding achievement. Students must take the dynamic learning seriously enough to share their efforts with their family members who on

the other side recognized something different going other what they used to know in traditional teaching approach. One has to realize that dynamic learning is quite challenging for teachers or instructors who want to have students finish their course with something in their pockets for the rest of their lives, may be one or two things at the most is quite enough.

The concept of dynamic learning

The concept of dynamic learning reached beyond training students to become self-determined learners. It is a new philosophy of purposeful teaching. Dynamic learning relies mainly on new mechanism of transferring information and knowledge through the indirect process of studying, observing, reflecting, researching, and concluding. This mechanism has a set of disciplinary rules of how students would independently seek knowledge, what tools and technology they are going to use in their research, and what manner they would adapt to reach their goal of learning. Shirley McCune (1984) summed up the Dynamic learning approach affirming that: “the overall purpose of education - to provide students with the skills needed for effective living, learning and working activities - remains constant. But the knowledge, attitudes and skills needed for effective living, learning and working in today's world have changed dramatically.”

Following these rules will result in developing new characteristics of these young researches such patience, dedication, and commitments. The most astonishing result of following this approach is that it introduces new product of a learning student in a very competitive global environment.

Rivera (1999) summarized his personal experience with the proposed approach stating: “The Dynamic Learning Program takes learning and teaching to a deeper level, with real-world applications and stresses, above all else, the success of all students. It is this philosophy that has inspired me to achieve high academic standards, not for myself but my fellow colleagues, my

community, and students I may teach in the future.” An independent learner with no doubt presents a great member to the workforce.

It is a method of teaching like no other. By moving away from the traditional classroom of boring lectures and pointless tests, these classrooms are full of group discussions and thought-provoking, real-life situations. Also, the students run the classroom. They develop a set of rules and consequences for the classroom, and they create a club for the future teachers. However, the best part of Dynamic Learning is the wonderful learning experiences.

The learning Culture

Teaching the dynamic learning approach to students from the far-East culture is sort of swimming against the current. International students from China and neighbouring countries like Taiwan, Vietnam, and other Asian countries are coming from cultures that are teacher-centred due to the influence of Confucian traditions (Lee, 2005). Therefore, those students who spent thousands of dollars deserve no trial period to prove that no matter what culture a student comes from, the dynamic learning fits all cultures. The culture in the Middle-East is no different from the Far-East except for the fact that the most significant purpose for students is to earn their degree as fast as they possibly can with good grade. The great burden on students communicating with the dynamic learning is due to the tremendous load of the course work they have allowed to take. The approach requires students to spend time at home or at the library to study, surf the net, and read researches to come to the class will prepared. The focus in the Middle-East culture is how to solve the challenge of how to fit the dynamic learning approach within the traditional grading system. When schools comprehensively adapt the approach and provide suitable administrative and academic environment, students will enjoy the implementation of the approach.

The dynamic learning creativity deals with the grading dilemma

The following model of the participation sheet explains how a student would be able to track his/her performance during the semester. A 40% of the total grade is designated to class participation which includes homework, quizzes, best question asked, and best answer given. Each one of the participation assignments requires teacher's signature to approve that the participation session worth a 5% of the total grade. One can imagine how student would rush to earn this 40% as early as possible.

Participation Sheet
 (Homework, Quiz, Chapter Presentation)
 BUSI 3311 – Legal Business
 Instructor Name: Dr. Magdy M. Hussein
 Student name:
 Student ID:

Topic-Subject	Date	Instructor Approval

The second portion is 30% of the total grade given based on mid-term exam. In this exam, teacher gives students who study the textbook a chance to be paid off. A straight forward multiple choice exam reflects how much of academia a student had absorbed and how much knowledge he/she will keep by end of semester.

The last proportion is 30% of group final project which consists of a paper and a PowerPoint presentation. Working in groups is very challenging to many students in many forms such as choosing leadership among themselves, distributing workload, and choosing most fit person to the

best suitable part of the presentation. Students would learn a lot in these projects other than the academic material; they learn how to handle a task professionally.

The dynamic learning approach is in test when one deals with Eastern culture because students were not raised to think freely without much of biased backgrounds. It is a fact that the dynamic learning approach has no nationality or religion, or culture; it is all about the ability to make up your own mind. All what it takes to comprehend this attitude is to free one's mind from all restrictive forces including instructor's influence.

One of the objectives of the dynamic learning approach is also training students of how to ask a good question. This is what it is called in executives' development "The Action Learning" where firms train executives to ask ONE question during crisis, a question that might make the difference between life and death, and between rising and collapsing a company. The reasoning of giving quizzes, mostly verbal, in the dynamic learning approach is to review previous chapters and earlier materials. This keep the course as one whole and make students think of concepts and aspects more than details which could be easily forgotten.

Keeping academia in tact

Teachers cannot escape the fact that at the end of the semester, they have to post grades no matter what approach they are following. The challenge here is to creating a measurable grading system of the dynamic. School administration helps the dynamic learning approach by giving the teacher the liberty to design his/her grading distribution system between participation, homework, and exams. Dr. Munk (2007) believes that the most efficient grading system is the one which provides an opportunity for high grades to be earned, provides meaningful grades that reflect a student's experience in the classroom, and includes flexibility as needed to meet individual needs of students.

The future of the Dynamic learning approach

Institutions of higher education are forced one way or the other to adapt the dynamic learning approach. The hi-tech age has enforced its attributes over teaching and learning methodology. Technology has played great role in digitalizing information and make them available on the web, or publishing electronic books, or making online surveys, or online discussion, and other facilitations. The above popular methodologies have driven online learning far enough to penetrate well-known intuitions and force their way for recognition with U.S. and international accreditation agencies. The dynamic learning in class is sort of onsite training for the coming dominating online learning approach where students' share of the learning process is much bigger. Kim and Bonk (2004) underlined that developing students' collaboration and evaluation skills is number one priority in the online learning. One cannot agree more with that conclusion and the credit goes to the dynamic learning approach.

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