

Mia Mac Meekin's Principles To Enhance Learning In Third-World Countries: A Critical Analysis

Dr. D. Vishwa Prasad

Assistant Professor of Education, Maulana Azad National Urdu University. azadvishwa@gmail.com

ABSTRACT

Teaching and learning materials are indispensable components of the educational process, essential for enabling effective engagement in academic activities by teachers and students. Their pivotal role in academic pursuits cannot be overstated. This paper is dedicated to providing teachers of third-world countries with practical guidance based on Mia Mac Meekin's principles to deliver different materials in an engaging manner to facilitate seamless learning experiences for students. It delves into the factors pertaining to the utilization of stimulating teaching and learning materials, to assist teachers in enhancing their approach to material presentation.

Keywords: Audio, Video, Broadcast, Sequencing Materials, Choosing Material, Approaches to Presentation.

INTRODUCTION

In third-world countries, given the fact that their GDP is alarmingly low, it is difficult for governments to allocate the necessary funds for education. Consequently, educational infrastructure is meagre or poor, and the standards suffer. With these inadequacies, the elected governments cannot afford a good education for the masses through a formal education system. Is there an alternative? Yes. There could be one. In the curriculum, educational materials are crucial and their presentation to learners is of utmost importance. No matter how valuable the content may be, if it is not presented in an engaging manner, the entire teaching and learning process can suffer. The material should aim to captivate learners' interest and facilitate the achievement of their educational objectives. Therefore, if materials could be presented effectively based on the principles of Mia Mac

Meekin, they could serve as catalysts for effective learning, aiding learners in grasping and retaining concepts for an extended period. Whether the material is in printed or digital form, it should cater to the specific needs of learners and motivate them to engage with the learning process. Before utilizing any form of educational materials, teachers should consider various factors to ensure that the content is stimulating.

This paper delves into the different aspects of creating compelling educational materials based on the perspectives of Mia Mac Meekin. Meekin's proposed aspects are intentionally straightforward and inspiring, aimed at aiding teachers in delivering captivating presentations in their classrooms. Teachers should take note of the following aspects before making their presentations:

1. Present

When preparing their teaching materials, educators across all subjects are encouraged to approach the task with the same meticulous care they would apply when submitting work for evaluation. These materials should be designed, produced, and presented with enthusiasm.

2. Display Pictures

Teachers should incorporate materials, such as pictures, images, and visuals, to enhance the learners' understanding of the content.

3. Use

Teachers using digitized materials should consistently emphasize important points by italicizing, bolding, or underlining phrases, clauses, or sentences of significance.

4. Play Music

When commencing a new academic topic, it is recommended for educators to incorporate appropriate and academically soothing music. Research, including findings from Suggestopedia, substantiates the advantages of music in the learning process. Consequently, integrating music into educational practices can yield substantial benefits for educators.

5. Paint

Art, such as paintings and designs, is a valuable tool for introducing materials. It holds a distinctive position in the teaching-learning process. Learners respond to art for the content being taught. Therefore, educators must integrate art into their teaching methodologies.

6. Broadcast

To be prepared for various circumstances, it is essential for a teacher to adeptly assume the responsibilities of a news broadcaster for content dissemination. Consequently, it is recommended that the presentation be prerecorded against a green screen backdrop.

7. Video

Teachers are encouraged to produce instructional videos illustrating examples relevant to the curriculum. Using digital platforms to showcase these examples represents a departure from traditional instructional methods.

8. Awaken

Teachers should essentially feel responsible to awaken their students' sensory perception through the integration of compelling content employing a diverse range of instructional techniques.

9. Distort

Strategically incorporate gaps in educational material to prompt learners to engage them in critical thinking and problem-solving. This method can significantly enhance learners' higher-order cognitive skills and facilitate their ability to reconstruct and interpret textual information.

10. Sequence

It is crucial to arrange new materials according to their level of difficulty. According to Stephen Krashen's comprehensible input theory, the input material should be slightly above the learner's current level, denoted as $i+1$.

11. Respond

Teaching and learning encompass the transmission of knowledge from educators to students and the reciprocal exchange of information. Hence, educators should be mindful of and responsive to the signals conveyed by students when introducing new educational content.

12. Oral

Teachers must ensure alignment between the delivery mode and the assessment format. Materials must be presented orally when the assessment is conducted orally. A mismatch between these elements is not permissible and can impact the integrity of the assessment process.

13. Choose

When presenting a topic, it is essential to consider the timing of the stimuli – careful planning is required for introducing the material at an appropriate time. Furthermore, educators need to be attentive to the needs of learners and be willing to accommodate necessary breaks when warranted.

14. Wait

Teachers must exercise patience in carefully selecting an opportune moment to introduce new, intellectually stimulating material. We have to consider the learners' preparedness to conduct a comprehensive analysis of the content.

15. Step

In the course of instruction, should any texts present difficulty, educators should defer their presentation until subsequent stages of study. The dispensation of knowledge should adhere to a progression from simplicity to complexity, from the concrete to the abstract, and from the known to the unknown. Adherence to these principles is consistently recommended.

16. Verbalize

An essential consideration is for educators to explicitly articulate their expectations and the content they are imparting to their students. Any disparity between these elements may impede the learning process.

17. Approach

Elicit learners' feedback on the material When introducing new content. This feedback will help to decide whether to proceed with the new material or reconsider its usage.

18. Format

Teachers should employ a presentation format, which facilitates an effortless comprehension of the content. The change in the format may occasionally present challenges for the learners in grasping the material.

19. Outline

During the presentation, educators are encouraged to underscore, highlight, and employ varied colour schemes to accentuate the significance of these points. Furthermore, the use of visual aids helps retention of key points within the learners' cognitive faculties.

20. Examples

In teaching and learning, teachers must provide examples to learners to facilitate a comprehensive understanding of the subject matter. A conscientious teacher does not overlook examples which constitute an indispensable component of the pedagogical approach.

21. Ask

It is advantageous for a teacher to prompt students to generate analogies pertinent to the subject matter. Analogies proposed by students serve as a direct indication of their comprehensive grasp of the material.

22. Combine

Teachers can combine multiple stimuli and present them to learners in an instructional setting. These stimuli can be delivered in various formats to optimise comprehension and enhance content retention.

23. Learn

There are two distinct approaches to learning: inductive and deductive. In the former, learners are first provided with examples followed by rules, while in the latter, rules are presented before the examples. Irrespective of the approach employed, learners can effectively grasp the underlying concept.

24. Break-Down

In the context of language instruction, relevant content undergoes a process of careful selection and subsequent refinement to present it in readily comprehensible segments. This approach significantly facilitates the learning process for the learners.

25. Define

Teachers should ensure students' comprehension without difficulty by defining important and challenging terms in the text.

26. Picture

Visual aids, such as images, in conjunction with text, can significantly enhance the efficiency of content absorption. This technique fosters a more seamless understanding of the meaning or concept conveyed, facilitating accelerated and comprehensive learning.

CONCLUSION

The provided description for each label offers valuable insights for teachers, who seek to present stimulating material to enhance information retention. In my estimation, Meekin has meticulously addressed key considerations that support educators in comprehending the significance of delivering stimulating texts.

This article furnishes educators of diverse subjects with comprehensive guidance on leveraging various materials to cultivate a conducive learning environment. Each label delineates essential elements, empowering educators to navigate the nuances of crafting stimulating content.

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