

Concept of Good Teaching and Learning among Instructors in Philippine State Universities

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Abstract:- This research was conceptualized to analyse the concept of good teaching and learning of college language instructors in Philippine state universities. The Descriptive method survey design was used in the study. The study was conducted on language instructors for both English and Filipino from ten state universities and colleges in Eastern Visayas, a total of 102 respondents. This study used the descriptive survey research design. A questionnaire was used to gather instructors' profile which include sex, age, educational attainment, field of specialization, concept of teaching and learning and level of performance of instructors. Data showed that the language instructors in the state universities and colleges were competent to teach based on the personal profile. The respondents agreed to the parameters of concept of good teaching and learning and that their teaching styles conformed to the standard style of teaching of Grasha-Riechmann. The respondents were competent instructors. The profile of the language instructors did not affect their performance. The instructors' concept of good teaching and learning was influenced by their performance, and the teaching styles employed by the instructors influenced their level of performance for the last three years.

Keywords:- Concept, Performance, Language Instructors, Philippine State University, Teaching Styles.

I. INTRODUCTION

In the Philippines, efforts are underway to improve language teaching, which stemmed from the realization that after so many years of schooling, students still fall short of the level of communication skills expected of them. To design this initiatives, instructors' concept of teaching and learning, should be considered. At this time, however, few study has been conducted to examine language instructors' view of teaching and learning and how they carry out instructions in the classroom.

Quality teaching has become an issue of importance as a landscape of higher education is facing continuous changes. The student body has considerably expanded and diversified socially and geographically, and new students call for new teaching methods. Modern technologies have entered classrooms, modifying the nature of the interactions between students and professors. The government, employees, fund providers, and students and their families increasingly demand value for their money through a more efficient teaching.

Although quality teaching lacks of clear definitions, some scholars regard it primarily as an outcome, others as property, and to some extent cannot be discounted from debates on quality culture in higher education that remain controversial terms. Some consider quality teaching as never-ending process of reduction of defects, which can never totally grasped and appraised. In fact, stakeholder such as parents, and other agency do not share the same definition of what good teaching is.

Moreover, Alcantara (2000) pointed out evidences that the instructors' conceptions of teaching the subjects point to the students' performance. He revealed that positive and realistic conceptions of the subject taught are meaningful to the students.

In the study of Murphy et.al. (2010), it indicated that beliefs about good teaching seem to be formed at an early age with clear distinctions between second-grade students and in-service teachers. By comparison, the pre-service teachers seemed to possess beliefs that mirrored both the second graders and in-service teachers.

In the research of Trigwell and Ashwin (2006) they argue that students may also adopt different concepts about some context. So it is not much the concept of learning per se, but those ideas that are evoked by the students' experiences of their unique learning situation. The authors both talked of situated concepts that are seen to be an integral part of learning process, wherein the students adopt to their perceived learning context.

The researcher opted to conduct this study because aside from adding to the growing body of knowledge, it provides relevant implications to design of capability development programs for instructors to make them see teaching and learning from the point of constructivism.

This study generally aimed to ascertain the language instructors' concepts of good teaching and learning in selected State Universities and Colleges in Eastern Visayas.

Specifically, it sought to achieve the following objectives;

- This study aims to determine the profile of the language instructors in selected state universities and colleges in Eastern Visayas in terms of sex, age, educational qualifications, field of specialization, type of higher education and institution where one graduated, honors received, length of service, relevant trainings, religion and eligibility.

- Ascertain the concepts of the language instructors' concepts with regard to good teaching and learning.
- Identify the teaching styles employed by the language instructors;

A. Framework of the Study

Bruner (1966) states that a theory of instruction should address four major aspects: (1) predisposition towards learning, (2) the ways in which a body of knowledge can be structured so that it can be most readily grasped by the learner, (3) the most effective sequences in which to present material, and (4) the nature and pacing of rewards and punishments. Good methods for structuring knowledge should result in simplifying, generating new propositions, and increasing the manipulation of information. Bruner's constructivist theory is a general framework for instruction based upon the study of cognition. Much of the theory is linked to child development research, especially Piaget. The ideas outlined in Bruner (1960) originated from a conference focused on science and math learning. Bruner illustrated his theory in the context of mathematics and social science programs for young children (Bruner, 1973). The original development of the framework for reasoning processes is described in Bruner, Goodnow and Austin (1951). Bruner (1983) focuses on language learning in young children. A major theme in the theoretical framework of Bruner is that learning is an active process in which learners construct new ideas or concepts based upon their current or past knowledge. The learner selects and transforms information, constructs hypotheses, and makes decisions, relying on a cognitive structure to do so. Cognitive structure (i.e., schema, mental models) provides meaning and organization

to experiences and allows the individual to “go beyond the information given”.

As far as instruction is concerned, the instructor should try and encourage students to discover principles by themselves. The instructor and student should engage in an active dialogue (i.e., Socratic learning). The task of the instructor is to translate information to be learned into a format appropriate to the learner's current state of understanding. Curriculum should be organized in a spiral manner so that the student continually builds upon what they have already learned.

A few strategies for cooperative learning include Reciprocal Questioning: students work together to ask questions, Jigsaw classrooms: students become “experts” on one part of the group project and teach it to the others in their group, and the structured controversies: students work together to research particular controversy (Woolfolk, 2010).

As shown in the major variables in this study include the profile of the language instructors, traditional concepts on teaching and learning, and the constructivist conceptions of teaching and learning and the teaching styles.

As shown in Figure 2, the independent variables such as selected state universities and colleges in Eastern Visayas in terms of sex, age, educational qualifications, field of specialization, type of higher educational institutions where one graduated, honours received, length of service, relevant trainings/seminars attended, religion and eligibility, and language instructors concept of good teaching and learning.

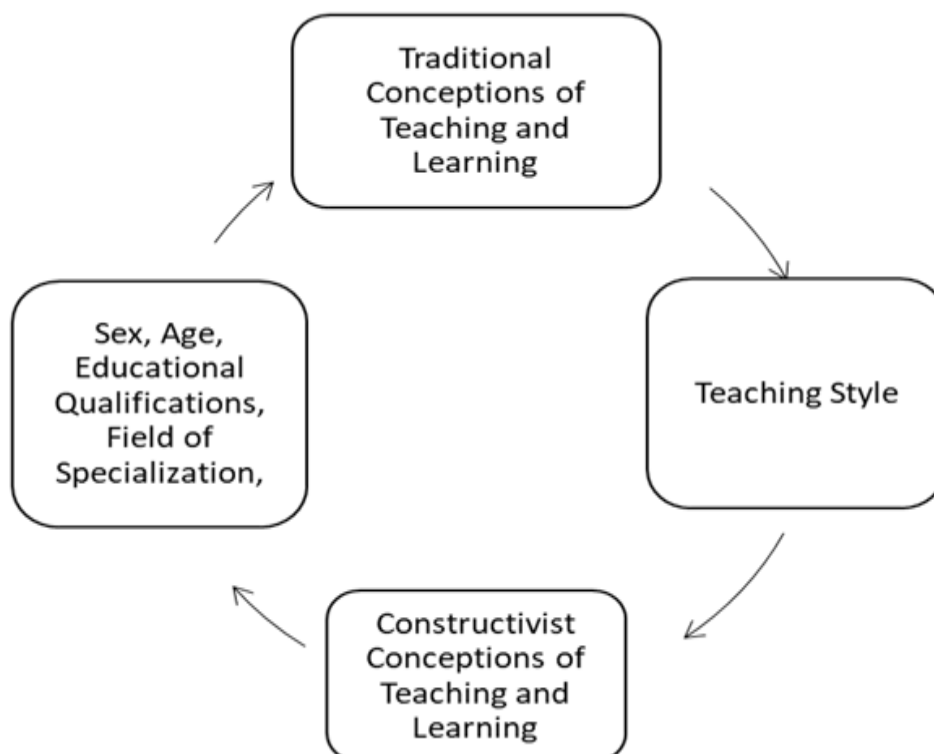


Fig 1:- Conceptual Framework of the Study

The *Concept of Good Teaching and Learning* research has discovered both qualitative and quantitative relationship between the teachers' concept of teaching and the teaching styles they apply.

In the study of Borg (2006), he noted that teachers' concepts not only influence their teaching style, but are also shaped by their own educational experience, professional development, prior teaching experience. He added that concepts are idiosyncratic, conscious, evolving, and context-specific.

In aspiring to achieve greater social justice through education, Clarke and Drudy (2006), argued that it is important to consider the influence of teachers' own beliefs and values, which they bring to their work at whatever stage of their career.

In another survey conducted by Lacey (2007), he showed that the success of any educational system depends on good teachers who could never be replaced with any other type of instructional material. It has been well said that teachers are the best educational system and basic factor for its success.

The Filipino teachers' view of the nature of good teaching involve personality-based trait dispositions and teaching competence-based dispositions. These concepts are also rooted in Filipino cultural ideals and values.

II. METHODOLOGY

This study utilized a descriptive-survey research design. The study had been conducted through surveys using the standardised questionnaire Grasha-Riechmann Teaching Style Scales. In this instrument, each survey scores had been calculated to come up with the percentage and average weighted mean and interpreted using the five-point scales. It is a procedure that allows the identification of the similarities and differences of the respondents' answers.

Descriptive statistics such as percentage and frequency counts were used to describe the respondents' profile while the weighted mean computation was used for the interpretation of data.

The data collected were also subjected to the coefficient of correlation (r) and the t -test analysis to find out any significant relationship among the variables.

III. RESULTS AND DISCUSSIONS

In this study the profile of the language instructors was determined in terms of gender, age, educational qualification, field of specialization, the type of higher education institutions where he/she graduated, honours received. Length of service, relevant trainings/ seminars attended, religion, and eligibility. This presented in table 1.

Variables	f	%
Sex		
Male	19	18.63
Female	83	81.37
Total	102	100.0
Age		
21-30	30	29.41
31-40	40	39.22
41-50	20	19.61
Over 50 years	12	11.76
Total	102	100.0
Educational Qualifications		
With Masters Units	32	31.37
MAT/MA/MAED	41	40.20
With doctoral units	15	14.71
PhD./Ed. D	10	9.80
Others	4	3.92
Total	102	100.0
Length of Service		
37 years and above	4	3.92
25-36 years	7	6.86
13-25 years	34	33.33
1-12 years	50	49.02
Less than 1 year	7	6.86

Total	102	100.0
Relevant Trainings/ Seminars Attended		
International level	6	5.88
National level	38	37.26
Regional level	32	31.37
Local level	26	25.49
Total	102	100.0
Eligibility		
LET	63	62.65
PBET	32	31.37
PD#907	1	0.98
OS Prof.	1	0.98
CSC Prof	3	2.94
DECS Teacher Exam	2	1.96
Total	102	100.0

Table 1:- Profile of the Language Instructors

Among the 102 language instructors, 83 or 81.37% were female, while only 19 or 18.63% were male. This indicates that the front liners in the SUC's in Eastern Visayas are female instructors.

Out of 102, 40 or 39.22% belonged to the age bracket of 31-40 years old, 30 or 29.41% were 21-30 years old, and 12 or 11.76% were over 50 years old. This finding reveals that most of the respondents still have long teaching years before retirement; hence, it is essential that they adopt new styles in teaching for an improved students' performance.

Forty-one or 40.20% were masters' degree holders, 31.37% with master's units, 14.71% with doctoral units, 10 or 9.8% completed their doctorate degree, while 3.92% were unidentified. This implies that the language instructors need to pursue their doctorate degree to enhance their skills and upgrade their teaching styles to achieve quality in students' learning, length of service, relevant trainings/seminars and eligibility.

Most of the respondents were Bachelor of Secondary Education graduates as evidenced by 67.65%; 11.76% were A.B. English and A.B. Communication Arts graduates, and only 3.92% graduated from Bachelor of Elementary Education. The data shows that the respondents are all qualified to teach in their respective field of specialization. All of the respondents graduated from states colleges.

Out of 102, 50 or 49.02% had been in the service for 1-12 years, while only 34 or 13.24% had 13-14 teaching experience. The data reveals that the respondents still need more years in the service, which is one of the determining factors in obtaining an effective classroom environment. It couldn't be denied that the longer the teacher serves in any institution, the higher the tendency of stagnation on their performance and effectiveness. Thus, the administration should provide programs that could enhance the performance not only of the language instructors, but of all the employees as well.

Thirty-eight or 37.26% of the respondents attended training in the national level, while only six (6) or 5.88% in the international level. It shows that more trainings are

needed by the language teachers especially in international level. For the Filipino teachers, they need more national training especially on the K-12 Curriculum of the Department of Education.

Ninety-three or 91.18% were Roman Catholic, while only six (6) or 5.88% were Born Again Christian. The data imply that the Roman Catholic dominates other religions in Region VIII as far as language teachers are concerned.

Most of the teachers were LET passers having a frequency of 63 or 62.65%, followed by PBET passers with 32 or 31.37%. It indicates that all of the language instructors in Region VIII are eligible and licensed to teach as prescribed by the Philippine Regulation Commission.

Notable empirical studies conducted by Laszlo-Kerr & Berliner (2002); Fuller & Alexander (2004), indicated that students who were taught by educationally qualified teachers showed better results. They noted that the students who were taught by untrained teachers substantially poor than who were taught by new qualified teachers. Since teachers play a critical role in the teaching/learning process, their classroom behaviours should impact on many different areas such as teacher preparation, classroom presentation, learning activities, and approaches to the assessment of learning.

This was supported by the study of Kazmi (2005) who said that lack of sufficient manage for teachers training and refresher course, lack of knowledge about the subject matter, inflexibility with little motivation in adopting the opportunities, minimum salary, less number of years of schooling, lack of masters training programs, no stress on teaching practice, absence of monitoring system and accreditation body, and politicized appointments are the factors of low teacher quality.

In the same light Mamon (2007) indicated that academic and professional qualifications, refresher courses or trainings, and the teachers experience are the important qualities of a teacher.

The Government of Pakistan (1998) supported Mamon's findings that academic qualification, knowledge of the subject matter, competencies and skills, and the commitment of teachers have an impact on the teaching learning process. Classroom instruction mostly depends on the teacher quality; therefore, it is very important that the teachers perform their duties.

➤ *Results Data*

The language instructor's concept of good teaching and learning as determined in terms of constructivist and traditional teaching styles.

CONCEPTS OF GOOD TEACHING AND LEARNING	WEIGHTED MEAN	INTERPRETATION
1. Significant concepts must be considered.	4.65	Strongly Agree
2. Students' participation in active discussions and activities signify effective teaching.	4.78	Strongly Agree
3. Students should be encouraged to express original ideas.	4.70	Strongly Agree
4. A good classroom setting promotes a free atmosphere which stimulates students to participate.	4.62	Strongly Agree
5. Each student learning style is unique and must be educated in his/her particular needs.	4.60	Strongly Agree
6. Effective teaching focuses on students' ability to create ideas through learning experience rather than replicate acquired knowledge.	4.29	Agree
7. Effective teachers encourage independent ideas and solutions.	4.56	Strongly Agree
8. Classroom objectives and expectations must be applied in variations to each student learning style.	4.22	Agree
9. Teachers must consider the emotional status of the students.	4.54	Strongly Agree
10. Good teachers make their students feel relevant.	4.63	Strongly Agree
11. Flexible instructions must be used to adapt to student differences.	4.50	Strongly Agree
12. Effective learning means students have varied opportunities to engage in classroom discussion and exploration of ideas.	4.65	Strongly Agree
13. Instructors' major role is to transfer knowledge to students.	2.66	Disagree
14. Learning occurs primarily through repetitive practice.	2.58	Disagree
15. In the classroom, students must be left independent at all times.	2.21	Disagree
16. Teacher should always be in control of students' activities.	2.60	Disagree
17. Teaching means a feeding presentation and explanation of subject matter.	2.57	Disagree
18. Students have to be called on attention to keep them under control.	3.21	Neutral
19. Effective teachers dominate classroom inputs and discussions.	2.50	Disagree
20. Students have to be called on all the time to keep the under control.	3.21	Neutral
21. Learning means reproduction of teacher's inputs.	2.50	Disagree
22. A teacher's major role is to give students information, exercises, and test their recall.	3.19	Neutral
23. Absorption of information signifies effective learning.	3.46	Neutral
24. Good students keep quiet and follow teacher's instruction.	2.63	Agree
25. The lecture method for teaching more effective because it conveys more information/knowledge.	3.21	Neutral

26. Teachers must exercise full authority in the classroom.	3.66	Neutral
27. Teachers must provide with accurate and complete knowledge rather than self discovery.	3.65	Disagree
28. Teachers must correct learning misconceptions immediately instead of allowing students to verify them for themselves.	3.28	Neutral
29. Learning simply means practicing the ideas from lecturers without questioning them.	3.21	Neutral
30. Classroom must be controlled for learning to become effective.	3.32	Neutral
AVERAGE WEIGHTED MEAN	3.42	AGREE

Table 2:- Concepts of Good Teaching and Learning

The first 12 statements are the constructivist concept of teaching and learning, where the responses were interpreted as strongly agree, except in items 6 and 8, which states that “the focus of teaching is to help students construct knowledge from their learning experience instead of knowledge communication,” and “different objectives and expectations in learning should be applied to different students,” both interpreted as agree. On the other hand, items no. 13 to 30 describe the traditional concept of teaching and learning. Here, a large portion of respondents disagree and remained neutral to the statements typical of the traditional concept. The result implies that language instructors tend to show inclination towards the constructivist concept of teaching and learning. A case in point is the statement that “good students keep quiet and follow teachers’ instruction in class” interpreted as agree. The average weighted mean obtained was 3.42, interpreted as agree.

Another study conducted by Barnes and Aguerrebere (2006), as cited by Franzoni and Assar (2009), they suggested that an effective teacher should allow students the opportunity to interact, learn, succeed, and work to their maximum potential. When measuring teacher quality, one must determine the aspects that are directly connected to students’ achievement. They emphasized that the awareness of teachers’ teaching styles brings an understanding of the students learning process.

Teaching Styles	Weighted Mean	Interpretation
1. Facts, concepts, and principles are the most important things that students should acquire.	4.80	Moderately Agree
2. I set high standards for students in this class.	3.88	Moderately Agree
3. What I say and do influences student’s perception of subject contents.	4.10	Moderately Agree
4. My teaching methods are varied to meet different student learning styles.	4.26	Moderately Agree
5. Conveying my knowledge and expertise with students is significant.	3.58	Undecided
6. Sharing my knowledge and expertise with students is very important to me.	4.52	Strongly Agree
7. I give students negative feedback when performance is poor.	3.27	Undecided
8. Class activities encourage students to express their own ideas.	3.75	Moderately Agree
9. I discuss with students on how to improve their work on individual and/or group projects.	4.05	Moderately Agree
10. My opinions about a topic is important for students to acquire a broader perspective.	4.22	Moderately Agree
11. My opinions about a topic is important for students to acquire a broader perspective.	4.19	Moderately Agree
12. Students describe my standards as strict and rigid.	3.59	Undecided
13. I typically show students how and what to do in order to master course content.	4.00	Moderately Agree
14. Small group discussions are employed to help students develop their ability to think critically.	4.30	Moderately Agree
15. Students design one of more self-directed learning experiences.	4.04	Moderately Agree
16. Students must be able to leave this course well prepared for further work in this area.	4.23	Moderately Agree
17. It is my responsibility to specify information and how to learn it.	3.95	Moderately Agree
18. I use my personal experiences as point of reference.	3.92	Moderately Agree
19. I guide students' work on course projects by asking questions, exploring options, and suggesting alternative ways to do things.	4.28	Moderately Agree
20. Students must develop their ability to think and work independently is an important goal.	4.47	Strongly Agree

21. Lecturing is a significant part my teaching methods. Lecturing is a significant part of how I teach each of the class sessions.	3.93	Moderately Agree
22. I provide specific guidelines on how to complete course tasks. I provide very clear guidelines for how I want tasks completed in this course.	4.24	Moderately Agree
23. I encourage students to use various concepts and principle.	4.22	Moderately Agree
24. My course activities promote student independence and initiative.	4.37	Moderately Agree
25. Students engage in the lecturing part of the classroom activities.	4.24	Moderately Agree
26. My expertise is typically used to resolve disagreements about content issues.	3.99	Moderately Agree
27. This course has very specific goals and objectives that I want to accomplish.	4.24	Moderately Agree
28. I frequently give verbal and written comments on students' poor performance..	3.88	Moderately Agree
29. I solicit student advice about how and what to teach in this course.	3.17	Undecided
30. Students have free choice of pace for completion of their assigned tasks.	3.36	Undecided
31. Students describe me as "storehouse of knowledge" who conveys information's that they need.	4.2	Moderately Agree
32. I base my instructions on what is defined on the syllabus.	4.15	Moderately Agree
33. Eventually, many students begin to think like me about course content.	3.53	Undecided
34. Students are free to choose course activities to complete their requirements.	3.43	Undecided
35. My method of teaching is delegation of tasks.	3.83	Moderately Agree
36. The time frame is not enough to cover all course materials.	3.49	Undecided
37. My methods promote student discipline and need for information.	4.17	Undecided
38. Student describe me as a "coach" who collaborates and corrects. Students might describe me as a "coach" who	3.36	Moderately Agree
39. I give personal encouragements to students.	4.22	Moderately Agree
40. I consider myself as a resource person whom students can easily assistance.	3.45	Undecided
Average Weighted Mean	3.98	Moderately Agree

Table 3:- Teaching Styles of Language Instructors by Grasha-Riechmann

The respondents moderately agree to most of the statements. However, they strongly agree on the statements 6 and 20 which stipulate that "sharing my knowledge and expertise with students is very important to me" and "developing the ability of students to think and work independently is an important goal."

In general, language instructors moderately agree to the statements about the teaching styles.

According to the study of Brantford, Brown and Coking (2000) showed that teaching and learning activities designed on the constructivist perspective are beneficial because these promote development of higher-order thinking skills including communication, decision and ability to work in various contexts, and skills needed to live effectively in the twenty-first century.

Moreover, Miller (2007) as cited in Gresham noted that no teaching method is the best for everyone and many teaching styles can be motivational. Teaching styles and curriculum should accommodate the variety of learning style preferences for all students; therefore, it is important for teachers to invite learning environment, maximize learning and minimize stress.

IV. CONCLUSIONS

After thorough analysis of the results based on the findings gathered from the study, the following conclusions were drawn:

- The respondents had higher scores on the constructivist concept of good teaching and learning than the traditional concept of teaching and learning.
- The concept of good teaching and learning had positive influence on teachers' level of performance. In turn, their conceptions of teaching and learning lead them to use information transformation teaching.

In the light of the findings, and conclusions of the study, the following recommendations are hereby offered for consideration:

- Language Instructors must upgrade their educational qualification to conform to the current trends of good teaching and learning. New methods of teaching and learning must be utilized to improve the instructors' level of performance
- Language instructors must adopt the constructivist concept of good teaching and learning to enhance their teaching performance.

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