

## **Implementation of Interactive Instruction Aids in Teaching of Textile**

**Dr. Nisha Shukla**

*Asso. Prof., Dept. of Home Science*

*M.L. & J.N.K. (P.G.) College*

*Saharanpur, U.P.*

*Email: nisha.mljnk@gmail.com*

**Ms. Kanchan Saxena**

*Research Scholar,*

*Dept. of Home Science*

*M.L. & J.N.K. (P.G.) College*

*Saharanpur, U.P.*

*Email: kanchu.18virgo@gmail.com*

### **Abstract**

*Students of those teachers who use only textbooks for teaching, sometimes lost interest in learning facts of the syllabus. Interactive teaching aids help students to engage more with the curriculum and promote interaction during lectures and allow students to reflect and discuss their views with each other. In today's scenario to boost up the learning practice of students, it became necessary for teachers to devise new and most effective ways of teaching-learning that help students to encourage discovery learning, experiential and research methods of learning.*

*The present study was continued for a period of two months. Brain Storming, Video Presentation and Hands-On are used as interactive aids in the classroom to achieve the aim of the study. Quizzes are used for the assessment of academic achievement. Interactive instruction aids have a measurable effect on the academic achievement of students as the mean of the post-test is much larger than the pretest. It was found amazingly effective in developing students' interest in textile hence it joyfully promoted maximum learning. It was also found that the students showed a positive attitude and interest towards the use of interactive teaching aids in textiles. Last but not the least this saying of Benjamin Franklin also supports present research work-*

*"Tell me and I forget. Teach me and I remember. Involve me and I learn."*

**Keywords:** *Interactive Instruction Aids, Textile, Academic Achievement.*

Reference to this paper should be made as follows:

**Received: 30.05.2019**

**Approved: 16.06.2019**

**Dr. Nisha Shukla,**

**Ms. Kanchan Saxena**

*Implementation of  
Interactive Instruction  
Aids in Teaching of  
Textile*

*RJPSSs 2019, Vol. XLV,  
No. 1, pp. 250-255*

*Article No.34*

**Online available at:**

[http://  
rjpss.anubooks.com/](http://rjpss.anubooks.com/)

## **Introduction**

Students of those teachers who use only textbooks for teaching, sometimes lost interest in learning facts of the syllabus. In comparison to such kinds of teachers students of those teachers who give appropriate interactive content, have a high level of motivation to study as well as to learn connected content also. One of the main problems for low academic achievement is students' low level of participation leads to poor learning performance. Interactive teaching aids help students to engage more with the curriculum and promote interaction during lectures and allow students to reflect and discuss their views with each other.

Indeed teachers are the main source of information but the question is how a teacher remits that knowledge to their students. In today's scenario to boost up the learning practice of students, it became necessary for teachers to devise new and most effective ways of teaching-learning that help students to encourage discovery learning, experiential and research methods of learning.

Teachers should use interactive teaching strategies with aim to promote reflective thinking research attitude, learning and evaluation skills in students. This kind of dynamic and communicative teaching method also called the interactive teaching method helps students to gain the best optimum results from teaching. These results can be utilized by the student for their well-being.

With all these points in the center, the present research paper focuses on the implementation of interactive aids in the teaching of textile in graduation-level classrooms. The study aimed to motivate teachers to use interactive instruction aids in their teaching to enhance academic achievement and students' involvement in the teaching-learning process.

The study was continued for the period of two months and it was found amazingly effective in developing students' interest in textile hence it promoted maximum learning in a joyful manner. Therefore it is the right time for a teacher to invent a new teaching strategy or to use the old one in a new manner to create curiosity and willingness in students to learn.

## **Review of Related Literature**

**Sharon M. Kasilia, David M. Mulwa and Alex Kamwaria (2018)** recommended that the school principals should emphasize on the importance of instructional media with the aim of raising the academic performance of the school as it has been proved that instructional media in teaching-learning enhanced performance of students.

**FelisiaChimbindi (2017)** suggested that the higher education institutions should offer improved flexible modes of programs study, offer e-learning platforms,

and continuous evaluation practices to maintain high-quality standards in the teaching and learning of students. The effectiveness of the teaching strategies was determined by whether the strategies were designed to cater to the diverse needs of students from various academic backgrounds.

**John Lawrence City (2016)** examined the extent to which the selected community secondary schools in Rombo District utilize quality and adequate instructional materials in classrooms and how this has promoted the academic performance of students. This study proposed that aspects of how teachers and students use instructional materials for effective teaching and learning processes need to be examined.

**Kylie Pepler (2015)** offered a glimpse of the transformative power of considering how tools –bearing traces of their histories of use and access- mediate youth’s interaction and participation in classroom spaces. Educators introduced e-textile kits to promote deeper learning and connections across disciplines. E-textile kits bridge the gap between traditional divides.

**Weifang Sabir Ali and Einas Ibrahim Ali Mousa (2016)** identified the effectiveness of using active learning strategies in the academic achievement of learning of textile yarns and textile compositions. The results showed the effectiveness of using active learning strategies in academic achievement and recommended the use of active learning strategies to improve the academic achievement.

**Kenobi Krukru (2015)** found the effect of instructional materials on students’ academic performance in social studies in Etung Local Government Area of Cross River State. It was evident that instructional materials have a significant effect on students’ academic performance in social studies in secondary schools and the use of instructional materials facilitates and enhance effective teaching-learning.

#### **Used Interactive Instruction Aids in the Present Study**

In the present research work following interactive instruction, aids are used to achieve the objectives.

##### **Brain Storming**

Brain Storming is best to start new creative thinking in textile students. It allows them to have a spontaneous discussion. Brainstorming is a large or small group activity that encourages students to focus on a topic and contribute to the free flow of ideas. In class, the researcher started using brainstorming sessions by asking questions after introducing a topic to students. For example in the teaching of fibers researchers told the basics of fibers to students like fiber composition, fiber properties and fiber classification then started storming their brain with possible questions like

‘what can be the end uses of fibers?’ Then students started thinking creatively and explored various areas where fiber application could be possible.

### **Video Presentation**

During the classroom, the teaching-learning researcher prepared a video of relevant topic using real-time images in slides. This strategy helped to create interest in students and gave answers to their questions in an interactive manner. While the recording of the explainer video researcher asked questions and gave pauses to allow students to think their answers. With the help of videos, students got the opportunity to do low-cost field trips. For example, the researcher included images of various fibers, their cultivation and their cross-sectional and longitudinal views as well by which students create a clear picture in mind without visiting physically.

### **Hands-On**

With this form of experiential learning students immersed themselves in the subject to learn by doing. For example, the researcher provided various samples of fibers to students. Using those samples students create a chart of fiber classification where students stick the correct fiber in the proper place within the classification chart. Here it is evident that students practiced their skills and put their knowledge to the test as well.

Results of the study show that these interactive methods are a powerful way to engage students of all ages and encourage them to work through difficult concepts instead of sitting passively.

### **Methodology**

One Group Pretest Posttest design of pre-experimental designs was applied to present research work. A single group of 35 students who were studying in B.A. II<sup>nd</sup> year class of Naval Kishore Bhartiya Municipal Girls P.G. College, Chandausi, was selected as a sample and they were taught Textile fibers through interactive teaching methods. They were also given various project works on the same topic as a collection of fibers, their pictures and listing of their end-use as well in a file.

Various interactive instruction methods such as brainstorming, video presentation and Hands-on were used by researchers to teach them. For student evaluation, various quizzes were administered to students and their results were recorded for assessment.

The study was conducted only for two months & for one hour a day within the college campus without disturbing the normal schedule of the class. Achievement quizzes and observation techniques were administered as pre-test & post-test to collect the data. To analyze the collected data, Mean, SD & t-test was applied as statistical techniques.

## Results and Discussion

The statistical result of study is as given in following table

Tests	N	Mean	Standard Deviation	MD $M_1 - M_2$	$\pm r$	SE <sub>D</sub>	Calculated 't'-value	Table value of 't' for d. f.=68
Pre-Test	35	8.9	6.05					2.03 (at .05 level of significance)
Post-Test	35	16.8	7.35	7.9	.48	1.16	6.81	2.72 (at .01 level of significance)

A statistically significant difference was found between the Means of pre-test & post-test. As the calculated value of t is much enough larger than the table value of t at both levels of significance, the null hypothesis is rejected at these levels. In other words, Interactive instruction aids have a measurable effect on the academic achievement of students as the mean of posttest is much larger than the pretest. This finding is also supported through the work of *Wifag Sabir Ali and Einas Ibrahim Ali Mousa (2016)*. The results of their study showed the effectiveness of using active learning strategies in academic achievement hence they recommended the use of active learning strategies to improve the academic achievement of students. It was also found that the students showed positive attitude and interest towards the use of interactive instruction aids in textiles. This research finding is strengthened by the result of *Kenobi Krukru (2015)* research work. He found that instructional materials have a significant effect on students' academic performance and the use of instructional materials facilitate and enhance the interest of students towards learning.

## Conclusion

As we all know telling is not teaching likewise listening is not learning. The prime objective of implementation of interactive instruction Aid in classroom should be that students should not lose interest in class and subject. These are the suggestive guidelines taken for the implementation of interactive teaching tools in the classroom

- Set a close group environment of class
- Attained maximum student participation
- Prompted question to students to stimulus-response and discussion
- The teacher involved as a student
- Teaching aids used were attractive, brief and clear

It is always a challenge on the part of the teacher to fulfill the demand of students and to prove their worth through their art of teaching. The present study is directed towards "textiles learning without a little burden" and also to make textile an interesting and comprehensive subject among students with the use of interactive

teaching aids. Efficient teaching with interactive methods will not only encourage students' interest in the subject but also enhance their academic achievement.

Hence it can be concluded that interactive instruction aids are tools that assist a teacher in the teaching-learning process. Instruction aids are not self-supporting, they support, supplement or reinforce what is being taught. They are interactive in nature enabling learners to see and hear, look and listen for better understanding. These aids increase student participation in classroom setting. Last but not the least this saying of Benjamin Franklin also supports present research work-

“Tell me and I forget. Teach me and I remember. Involve me and I learn.”

#### References

1. Murray, R., Brightman, J. (1996). *Interactive Teaching*. European Journal of Engineering Education, 21:3, 295-308, DOI: 10.1080/03043799608923415
2. S. Senthamarai, (2018). *Interactive Teaching Strategies*. Journal of Applied and Advanced Research, Pg. No. S36-S38 Vol 3, ISSN 2519-9412, <https://dx.doi.org/10.21839/jaar.2018.v3S1.166>
3. Kasilia, S.M., Mulwa, D.M., Kamwaria, A. (2018). *Effects of Instructional Media on Student's Academic Performance in Christian Religious Education in Public Secondary Schools in Kenya*. Scholarly Research Journal for Humanity , Science and English Language, 6(29), 2348-3083, 8060-8067. [www.srjis.com](http://www.srjis.com)
4. Chimbindi, F. (2017). *Strategies for Teaching Textile*. Clothing and Designing in Zimbabwe: a Case Study of Two Universities of Technology. The Chitrolekha Journal on Art and Design, 1(2),75-85. <https://dx.doi.org/10.21659/cjad.12v1n206>
5. Tety, J.L. (2016). *Role of Instructional Material in Academic Performance in Community Secondary School in Rombo*. District. <https://core.ac.uk/download/pdf/83632862>
6. Ali, W.S., Mousa, E.I.A. (2016). *Effect of Using Active Learning In Academic Achievement on the Course of Yarns and Textile Compositions ( Study on Students College of Education Afif)*. International Journal of Education and Social Science, 3(5), 38-42. [www.ijessnet.com](http://www.ijessnet.com)
7. Krukru, K. (2015). *Effects of instrumental materials on student's academic performance*. Social studies in selected secondary schools in Nigeria. <https://www.grin.com/document/338942>
8. Pepler, Kylie A. (2015). *A Review of E-Textiles in Education and Society*. Handbook of Research on the Societal Impact of Digital Media, IGI Global, USA, 268-290, DOI: 10.4018/978-1-4666-8310-5.ch011