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RESEARCH ARTICLE

EFFECTIVENESS OF ANCHORED LEARNING STRATEGY IN THE ACADEMIC ACHIEVEMENT OF STUDENTS IN HINDI.

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Abstract

Anchored learning is an innovation in teaching-learning process. It is highly related to cognitive and social constructivism. In Anchored learning, activities related to instruction are designed around an 'anchor' which is often a story, adventure or situation that contains an interesting problem to be solved. The objective of the present study was to test the effectiveness of Anchored Instruction strategy in the academic achievement of students in Hindi. Pre test – Post test group design was adopted for the study. There were 72 students in the Experimental group (Anchored Instruction) and 72 in the control group (Traditional method). Mean and Standard deviation of both the pre-test and post-test scores were computed and the critical ratio was found out. The result of the study shows that, the students who were exposed to the select strategy, namely Anchored instruction made significant improvement in their level of academic achievement with that of their counterparts in the Control group which was exposed to the prevailing method of instruction.

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Introduction:-

Anchored instruction is a framework of learning which stresses the importance of placing learning within a meaningful, problem-solving context. A form of situated learning, anchored instruction uses contexts or stories to support learning and application of knowledge. In other words, the learning is contextualized to provide students with realistic roles that serve to enhance the learning process. Anchored instruction emphasizes complex problem solving in integrated contexts. The problems put forward to students in the authentic environment are 'anchors' that connects content learning and skills to authentic tasks and activities.

John Bransford and the Cognitive and Technology Group at Vanderbilt founded Anchored learning in 1990. In Anchored learning, teaching and learning are arranged around an 'anchor, which is often an interesting story, adventure or an incident. The anchoring process denotes the bonding of the content with in a realistic and authentic context

Anchored learning emphasizes the need to provide students with opportunities to think about and work on problems which is an emphasis of cognitive constructivists. Anchored learning also emphasizes group or collaborative problem solving.

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"Anchored learning requires putting the students in the context of a problem-based story. This instructional method encourages students to view knowledge as tools to be applied to new situations, rather than knowledge as facts to be learned. The students 'play' an authentic role while investigating the problem and in the developing situations. In this framework, the student is given the tools needed to solve the problem. It is similar to problem-based learning (PBL) but not as open-ended. In PBL, students would be expected to do more first-hand research into resources external to the learning environments. Anchored learning is also related to case-based learning, although the stories presented are meant to be explored and discussed rather than simply read or watched.

Anchored instruction is a major paradigm for technology-based learning. CTGV recommends the use of video to make the anchored stories as realistic as possible. Instructional materials include resources which the students can easily explore like video discs or interactive computer simulation to solve a problem. Anchored modules can be multimedia with branching or simple Web pages with photos, text or video streaming. The use of interactive multimedia based presentation materials, allowing exploration by the learner (e.g., interactive CD-ROM programs, interactive sites) make it possible for students to easily explore the content and the video materials serve as 'anchors' for all subsequent learning and instruction.

In learning activities, students view a story that ultimately leads to a dilemma the students need to resolve. The story serves as an anchor to formulate initial ideas, develop strategies to solve the problem, and later as a source of information. Anchored instruction challenges and motivates learners to find the story's embedded data through a realistic, narrative, storyline format. Solving the larger problem often requires that students generate sub-questions that help guide or support their thinking. They review parts of the story to find information that will support these smaller questions and then use additional resources to acquire information or skills to help them answer their questions. Students develop solutions by working on the problems in small groups. Student groups present ideas, and report their solution plans to the entire class. Pros and cons of the various ideas are also discussed.

Anchored instruction can be used in a wide variety of subject areas, particularly those designed to encourage the development of reasoning skills in students. Its principles are still in use in instructional design, especially for case-studies presented as branching scenarios and other type of e-learning activities that require learners' active participation. In such cases, the instructional design normally follows a constructivist discovery learning approach appropriate for all age groups.

Problem selected for the study:

Effectiveness of Anchored learning strategy in the academic achievement of students in Hindi

Objective of the study:

To study the effectiveness of Anchored learning strategy in the academic achievement of students in Hindi

Hypothesis of the study:

Achievement of students exposed to Anchored learning strategy will be greater than those taught by traditional method of teaching Hindi.

Tools used for the study:

A computer assisted learning package developed by the investigator, lesson transcripts based on Anchored learning strategy, traditional method of teaching Hindi and an achievement test constructed by the investigator.

Methodology used:-

Pre test – Post test Experimental method was used for the study

Sample selected for the study:

The sample selected was 144 IXth grade students from Kottayam district, Kerala

Statistical techniques used for the study:

Arithmetical Mean, Standard deviation and Critical ratio.

Analysis:-**Table 1:-**The results of test of Significance of the difference between the means of pre-test scores of the Anchored learning and the control group on academic achievement of students in Hindi

Pre-test					
Groups	N	Mean	SD	C.R.	Level of Sig.
Anchored Learning	72	5.19	2.76	-0.386	0.700
Control	72	5.38	2.85		

Table 1 shows the test of significance of difference in mean pre-test scores of academic achievement of secondary students taught through the experimental strategy- Anchored learning and control group using 't' test. The mean scores of experimental and control group are 5.19 and 5.38 respectively. The standard deviation of Anchored learning group is 2.76 and control group is 2.85. It is evident that the level of significance (0.700) is greater than the table value (0.05). This indicates that the two groups are equitable in their initial level of academic performance.

Comparison of post test scores of Anchored learning group and the control group on academic achievement of students in Hindi

In order to find out whether their existed significant difference between the post test scores of students in the control group and the Anchored learning group on academic achievement, the mean and standard deviation of the post test scores of students in each group was calculated and critical ratio was found out. The details are presented in Table 2

Table 2:-The results of test of significance of the difference between the means of post-test scores of Anchored learning group and the control group on academic achievement

Post-test					
Groups	N	Mean	SD	C.R.	Level of Sig.
Anchored learning	72	12.31	3.93	3.573	0.000
Control	72	9.83	4.36		

Table 2 shows the details of the test of significance of difference in mean Post test scores of academic achievement between the students exposed to Anchored learning and control Group using 't' test. The mean scores of the experimental and control groups are 12.31 and 9.83 respectively. The standard deviation of the experimental group is 3.93 and that of the control group is 4.36. The level of significance obtained is less than 0.05, showing significant difference in the post-test scores of the experimental group and the control group.

Findings of the study:

The experimental study shows that, the students who were exposed to the select instructional strategy, namely Anchored learning, made significant improvement in their level of academic excellence over their counterparts in the control group exposed to the prevailing teaching method adopted in the schools of Kerala. The hypothesis that the achievement of students exposed to Anchored learning will be greater than those taught by traditional method of teaching Hindi is accepted.

Educational Implications of the study:

Anchored learning stresses the importance to provide the learners with opportunities to think about and attempts to solve learning related problems which are major concerns of cognitive constructivists. Anchored learning also gives importance to group oriented collaborative problem solving, which is highly connected to social constructivism. Anchored learning challenges and motivates students in divergent thinking and problem solving. Analogous problems using new data help students in engaging in 'what if' or 'what next' thinking about the real scenario. Such problems and situations help learners understand problems more deeply by exploring the relationship among related variables. Anchored learning is highly beneficial in the development of language skills as there is ample scope for using language in the oral and written form.

The result of the study has established that Anchored learning is more effective than the traditional method of teaching Hindi as far as the achievement of students is concerned. So this strategy should be implemented in the

schools of Kerala with proper planning. Teachers of Secondary schools should be given orientation to integrate Anchored learning in their daily teaching learning practice sessions.

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