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Research Related to Method of Education or Education in General The role of teachers in education cannot be overlookedbecause they play a fundamental role in defining the future of academic institutions. Different teaching methods have been deployed at Mussoorie International School to impact knowledge on the future generation. One of such methods that have proved effective is the Teacher-Centered Learning Approach. According to this model, learners are perceived as empty vessels who are only passively involved in the learning processes (Gatto 34). Therefore, the teachers are serving as the centre of information with the students being just but the recipients. Further, the model stipulates that the teachers and assessment tools are two distinct entities with no close relationship. The students’ learning ability gets measured through objective test results and assessment outcomes (Gatto 45).   
Notably, one of the major challenges that teachers encounter is high number of learners to attend to. This limits effective service delivery and the quality of education received by the learners. With a class of approximately 50 students particularly in developing countries, it is complex and impossible for the learners to receive one-to-one attention from their instructors. Consequently, assistance from other colleagues and research experts may be necessary. This is commonly evidenced during examinations where close attention is necessary in order to avoid instances of cheating. However, with a sample size of 50 students drawn from the entire school population, at least 10 more researchers are needed to effectively supervise the examinations. This has been evidenced in the case of Mussoorie International School where extra research assistants and instructors are needed to improve the quality of services delivered to clients. Therefore, as the class size increases, more assistants are needed to help in executing regular academic programmes (Gatto 62).   
Work Cited   
Gatto, John Taylor. A Different Kind of Teacher: Solving the Crisis of American Schooling. New Jersey: Berkeley Hills Books, 2009.