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CHALK AND TALK PEDAGOGY: FINDING THE RIGHT BALANCE IN LEARNING

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For many of us, the image of a classroom is still closely associated with a teacher standing in front of the class, explaining a lesson while writing important points on the board. This traditional approach, often known as “chalk and talk,” has been used for generations. It is simple, direct and familiar. Even today, despite the rapid growth of educational technology, this method still has an important place in teaching and learning.

The strength of chalk and talk lies in its human touch. A teacher can immediately adjust an explanation when students look confused, repeat an important point, ask spontaneous questions and create discussion based on the responses received. Sometimes, a simple explanation on the board can be more effective than a complicated presentation. Students can also follow the lesson step by step instead of being overwhelmed by too much information at once.

However, the classroom today is very different from what it was twenty or thirty years ago. Technology has become part of everyday life, and naturally, it has also entered the learning environment. PowerPoint presentations, smartboards, learning management systems, online quizzes, educational videos, virtual classrooms and, more recently, artificial intelligence are now commonly used to support teaching.

There is no doubt that technology can make learning more engaging. Imagine learning about a complex process through an animation rather than simply reading about it from a textbook. A short video may help students understand a topic more quickly, while an online quiz can provide immediate feedback. Digital learning platforms also allow students to revisit materials, complete activities and communicate with their lecturers beyond classroom hours.

For students who have grown up using smartphones and digital devices, technology can also make learning feel more familiar and relevant. Interactive activities, games and multimedia materials can encourage participation, especially among students who may be less confident speaking in a traditional classroom setting.



Still, technology is not a magic solution. A class filled with impressive slides, videos and digital tools can still be ineffective if students are only passive viewers. Too much technology may also create distractions. Students may focus more on the visual effects than on the actual lesson. Technical problems, poor internet connections and limited access to devices can also affect the learning experience.

This is why the debate should perhaps not be about choosing between chalk and talk or technology. Both approaches have their own strengths and limitations. What matters most is how they are used.

A lecturer may begin a lesson with a short explanation on the board, introduce a video to demonstrate the concept, use an online quiz to test understanding and then continue with a face-to-face discussion. In this way, traditional teaching and technology work together rather than compete with each other.

At the end of the day, effective teaching is not determined by how modern the classroom looks or how many digital tools are used. Good learning happens when students understand, participate, question and connect with what they are learning. Whether the lesson begins with a piece of chalk or a touchscreen, the real goal remains the same: to make learning meaningful.