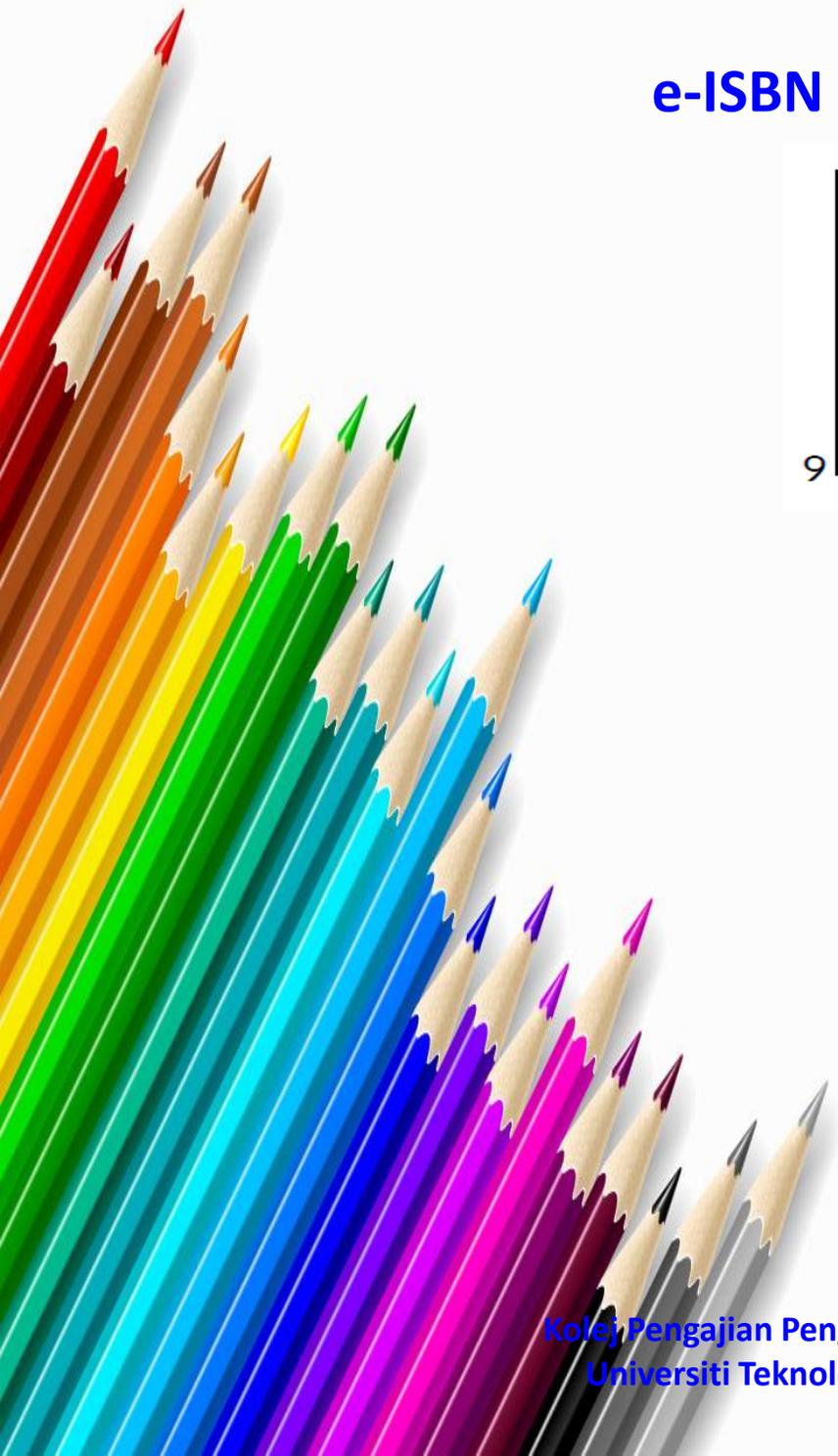


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REDUCING SPOON FEEDING IN EDUCATION

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ABSTRACT

Spoon-feeding is a common word which literally refers feeding one with a spoon or metaphorically implies denying someone the ability to think or act for oneself. It can also refer to someone receiving behavioral treatment that both pampers and compromises self-development. Methodologically, this behavioral impediment may impede individual learning and can discourage creativity and innovativeness among the learners in general, and undergraduates. On the other hand, with the introduction of online learning materials gaining center stage in tertiary education, the ever-ready contents at the click of the key serves like manna from heaven for many students at now. Being educators, they believe that independent learning should be proposed via creative teaching and learning, and this also will be examined in the paper through weekly teaching learning activities conducted during the semester. Providing learning materials online or in class may save both facilitators and learners time, cost, and effort. However, such a provision could result to in the restriction of the development of independent thinking and learning Educators' perspectives on spoon-feeding vary according to the research, and this is what this paper aims to investigate. Although providing lecture notes and learning materials to students has been an option, undergraduates can be trained to develop their own learning materials using technology and innovation through innovative and committed teaching by the facilitators themselves.

Keywords: *spoon-feeding, learning independent, provide, learning materials, cost*

Introduction

As more research is conducted to improve the quality of education, one problem is frequently highlighted: spoon-feeding. There are certain subjects like philosophy and literature that require the memorization of quotes. So, rote learning does come in handy for students at times. Treating your student like a baby, with a mind that needs to be filled with the teacher's knowledge, is what it means to spoon-feed them. Is there anything further we can learn? is the most crucial question a teacher must ask. Always yes is the response. As a result, spoon-feeding is never acceptable. Samah, Jusoff and Silong (2009), presented a unique perspective on the spoon-feeding culture. They characterized it as robbing your learner of the ability to think or act on their own. This means that you are not only not providing anything of value by spoon-feeding, but you are also denying your students of something essential. They voiced concern about digital learning aids that encourage this approach while stifling creative thinking. The writers, who were experienced educators, presented a solution, emphasizing the need of students contributing their own ideas to these tools.

In a spoon-feeding setting, the student will only digest the information without understanding it. The outcomes of spoon-feeding are often considered "regurgitation" by parents, students, and teachers. Since it is rewritten word for word, the content is unchanged. As the student's brain analyses the information, no progress is made, which causes education to stagnate. Ovens (2011) discovered that first-year university students preferred to be taught in a manner like how they had been "trained in school." When they encountered the concept of independent learning, he could feel their confusion. He was concerned that the students' right to choose their own educational decisions was drifting away. He concluded that they lacked the self-assurance to use their own knowledge.

Spoon-feeding is also convenient because preparation from semester to semester only requires minimal updates and changes (Samah, 2009). During a class, a teacher can explain exactly what he or she wants at the speed that the instructor wishes to teach. Students understand that all they need to do is take copious notes, memorize the content, and perhaps pass tests with a fair grade (Dehler, 2014). As a result, students become passive learners who do not take charge of their own education. They lack the will to learn the information and will soon forget much of what they learned once the course is done. By the time students graduate, they should have reached a level of deeper understanding where they may take ownership of their education. A teacher can create the groundwork for a lifetime of independent thinking by using creative teaching, a student-centered learning environment, and not spoon-feeding.

Advantages and Limitations of Spoon Feeding in Education

A lot of lecturers enjoy spoon-feeding their students. This pedagogical approach places the teacher at the center of the classroom, while the students take on a passive position (Whitman & Fife, 1988). The students do slightly prefer it, though. According to Chhem (2000), this common incidence is caused by the lecturer's perception of spoon-feeding as one of the teaching strategies due to the following benefits:

- 1- A lecture is short and requires little preparation because the lecturer is an expert in the subject matter. A 'good' lecture prepared according to basic guidelines and delivered by a 'good' speaker remains one of the greatest instructional approaches.
- 2- A single lecturer can give course content to a big class of hundreds of students, lectures are affordable and cost effective.
- 3- Giving the answer to students' questions is good for the teacher's ego in most teaching scenarios, including lectures and other spoon-feeding situations, because he is viewed as the one who knows. Furthermore, the process is short and requires little time and commitment from the teacher.

However, there are disadvantages to spoon-feeding that could harm the students. Firstly, spoon-feeding merely encourages rote learning and does not encourage students' active participation. Second, feeding off others does not encourage self-directed learning and creativity. Finally, because they have not been taught how to do independent data searches, students lack initiative and problem-solving abilities. According to Etchison (1988), passive pupils will have this mentality where they will see themselves as empty bowls that need to be filled before pouring their knowledge back into an exam.

Methods for Reducing Spoon-Feeding and Improving Student-Centered Learning

Overall, there are several alternate methods to spoon-feeding that can promote independent learning.

1. Drew (1990) defined peer learning-teaching as "case studies, role playing, and student-led seminars" (McKay, 1997) enhance student participation and a student-centered teaching environment.
2. Asking and answering question techniques. Asking open-ended and varied questions encourages conversation. When possible, questions should not be answered directly.

Redirecting the question to another student to encourage greater engagement or asking probing questions can assist pupils in discovering the answers on their own.

3. Drew (1990) and McKay (1997) found that group inquiry classes and tutorial groups increased interaction with others. Smaller courses allow for more connection with the lecturer, and groups learn to actively participate in the learning process by working on projects as a group and learning together.
4. Designing assignments that demonstrate learning through claims to knowledge (Dehler, 2014) encourages students to reconstruct what they learned and understand to generate their own insights while attempting to transmit their learning.

Conclusion

Higher education institutions still use the lecture model, which often results in spoon-feeding students all the information they need to know in a passive learning environment. Teachers still deliver instruction in this way, either out of convenience or a lack of confidence in their charges. According to studies, it is possible to alter how students approach learning and to cut back on spoon-feeding to encourage independent thought. There are numerous strategies that can support the development of an engaging learning environment where students take charge of their own education. The most effective methods are those that stress active learning and a student-centered teaching approach.

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