

Primary Education—IV

Expected outcomes of MWTL

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The achievement tests with were administered were expert validated paper-pencil tests. Thus, a state of perpetual expansion of MWTL in the primary schools of Bangladesh is in progress and the number of district with MWTL rose to 24 in 2000.

Expected Outcomes of use MWTL in Primary Schools

Bangladesh from 1992 has introduced competency based primary curriculum. It aims at "Mastery learning" by each child in each of the competencies either terminal or subject-based. Thus MWTL should lead to acquirement of mastery learning if not distinction.

Secondly, MWTL should equip each of the child in the use of multiple intelligences relating to a curriculum activity and generate insight of problem solving.

Thirdly, through the use of multiple intelligences every child will be able to sharpen his weak intelligences and accordingly "at risk" child will move toward "at promise" direction of development. Development will occur through an effective trajectory. The school will turn smarter.

Fourthly teacher by using MWTL will be able to sharpen his/her multiple intelligences. S/he will be able to teach to topic by using multiple of activities leading to understanding.

Lastly, effective use of MWTL in classroom instruction will better the school culture and make each of the child informed, enriched, energetic and creative.

Outcome Achieved due to use of MWTL in Primary Schools

At present MWTL is being actised in only 24 districts out of 64. The district level team of trainers imparts training on MWTL both to AUEO and the S. AUEO also trains the

teachers on MWTL through sub-cluster training. Generally speaking, outcome is tangible as per paper-pencil test, teaching-learning environment, teachers opinion on MWTL etc.

Effectiveness of MWTL has been measured by administering expert validated achievement test on Bangla, English, EVS-science and EVS-social study to experimental schools, control schools, IDEAL district schools and non IDEAL schools. The difference of achievements between MWTL and non-MWTL schools is significant. Those test are so prepared that through paper-pencil activities it attempts to measure the higher order learning outcomes. But to measure achievement for the mastery level of learning it is very hard to do justice with only paper-pencil test. Since the tests are prepared by constructing table of specification keeping necessary objectives and competencies in view, it can be said that the instruments can at least measure the higher order learning approaching mastery level. In fact, only through customary paper-pencil tests, it is not possible to rightly determine the psychomotor and affective aspects of performances. Moreover, it is not good to measure

MWTL outcomes only through Paper-Pencil tests, it is to be measured through multiple intelligence related activities. The aim of MWTL is beyond mastery, it attempts for distinction in performances.

Assessment of MWTL outcome should be done 'on-going', 'periodically' and 'Summatively' through the modes of paper-Pencil, Practical and Collaborative works and Observation. But such system of assessment has not yet been practiced for our MWTL schools. It is very hard to say that the children are adept to use knowledge in problem solving. At the present state of diffusion of MWTL in the primary schools of Bangladesh it can roughly be said that it helps each of the

child exposed to make up for the intelligence in which S/he is weak and sharpen the strong intelligence more. But more prolonged and guided study is necessary to identify the specific development pattern of the intelligences in each of the child.

The teaching behaviour of the teachers with MWTL as intervention seems to be satisfactory through general observations. However, the writer's general observation discloses that the teacher is more prone to use his/her strong intelligences than to use all the possible intelligences for teaching a particular topic. Moreover, there is tendency to overdo activities in more stimulating intelligences like Bodily-Kinesthetic and Musical-Rhythmic making the lesson ineffective and funny sometime.

With the introduction of MWTL, classroom environment and classroom culture is gradually changing. Since the teachers are not adequately exposed to the literatures on MI intelligences and MWTL, they are yet to gain confidence in the use of MWTL. Even the core trainers do not have long exposure either in MI theory or MWTL intervention. Short exposure leaves both trainer and teacher inept or inadequate or rightly identify the intelligence related core operations to be used for teaching a particular topic.

Introduction of MWTL in the primary schools of Bangladesh is a very honest and noble attempt by the government for bringing qualitative improvement in classroom instruction. It has rightly started with study and observation results at hand. The study shows that MWTL is effective in comparison to ritualized or talking method of teaching. It speaks on development of logical-mathematical and verbal-linguistic ability as the designed achievement tests were of paper-pencil type. In order to know actual effect of MWTL we need to make observation of be-

haviour of pupils under the treatment of the method. It is necessary to measure the teaching outcomes through specific intelligence related activities and that should be both on going as well as summative. To understand the real output of MWTL, the on going assessment things of each of the children should be preserved through "Portfolio" arrangements. By the end of the term/year each child should be evaluated collaboratively by teachers (More than one teacher assessing each child)

through "portfolio Assessments". This will give picture on performances on each of the intelligences per subject content wise. At the same time it is necessary to make literatures on MI theory and MWTL available to primary school teachers on which they should be trained intensively at the sub-cluster level. Training of teachers on MI and MWTL should be of very high standard to make them competent to develop multiple intelligences in

the children through internalization of activities. It must not be funny exercise with activities.

As an humble teacher educator and a curriculum developer, the present writer strongly believe that if the primary school teachers whole heartedly teach through using MI theory and MWTL it will make up the inadequacies of early childhood care and development and make the child dexterous to unfold all of her/his intelligences. By this,

within two decades we will get swarm of honest, aggressive, energetic, enthusiastic, knowledgeable and skillful young people to take the country to our dreamland of sustainable development and soon the country will rank with the advanced world.

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