

“Self-Motivated Attitude, Judgment, Inspiration, Exploration, and Construction among Secondary School Students through STEAM Education with Reference to the Role of Teacher.”

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Abstract

The research article is written by the author keeping in view the prominence of STEAM Education in every secondary school of Kashmir valley, as it is very important to inculcate the scientific temper and sensitivity towards technology among the student as early as possible. In our Schools, we believe that the role of a teacher is to initiate students to energetically discover and continue their education. Teachers should plan the curriculum which is fully loaded with insightful views and leveraging technology. On daily basis learning, students will be able to go into the diverse areas with self-confidence and understanding in non-traditional thinking with the introduction of STEAM Education. As STEAM Education is a Self-motivated attitude, judgment, inspiration, exploration, and construction. These five distinctive features are important as they include inner and outer essentials of an attitude that endorse development among the secondary school students. It should be introduced as early as possible in every secondary school of the valley, like in every distinctive secondary schools where students are involved in the projects. All the students enthusiastically use dynamic innovation and engineering approaches, which brought in them the development like questioning and intuitive imagination. This progressive way of learning can helps to generate a new kind of educational format where pupils from the very beginning get optimistic approach to take risks and undertaking their ideas. At the end author has write down certain suggestions how to inculcate the Self-motivated attitude, Judgment, inspiration, exploration, and construction through STEAM Education among Secondary school Students and how to instil the sensitivity towards STEAM Education.

Key words:

STEAM Education, Traditional way of teaching, Secondary School Students, self –motivation, judgement, inspiration, exploration

INTRODUCTION

At every stage of development students should be encouraged to show Self-motivated attitude , Judgment, inspiration, investigation, and construction especially at Secondary School Students should be encouraged to reflect intensely so that they have the chance to become the innovators, instructors, and leaders who can resolve the most imperative challenge in front of them in their future life. STEAM (Science, Technology, Engineering, Art & Math) motivates students to assume more generally and to solve problems easily and quickly. At the secondary level when students are introduced to STEAM, it promotes success from project-based learning through mutual investigation, to problem-based learning which spotlight on day to day problems, and eventually to experiential learning where learner gets connected with the outside world.

- **Self-Motivated Attitude among Secondary School Students :** - Self- motivated attitude refers to an approach where students energetically drive their specific learning and progress towards goals, taking ingenuity and responsibility for their academic achievements without deeply trusting on certain outward compression or rewards, indicating characteristics like core motivation, persistence, goal-setting a goal and resilience towards challenges.
- **Judgement among Secondary School Students:-** The capability of students in middle and high school to make assessments and judgements based on their understanding of what is right and wrong, frequently concentrating on ethical dilemmas and circumstances, bearing in mind factors like equality, morality, and societal responsibility, this can differ considerably depending on development of the individual , societal milieu and nurturing .
- **Inspiration among Secondary School Students:-** The encouraging features that drive students in middle and high school to enthusiastically engross in their learning, follow their personal aims and outshine scholastically, which can come from sources like zealous teachers, relevant day to day examples, personal accomplishments, constructive peer interactions and acquaintance to stimulating stories of epic heroes.
- **Exploration among secondary school students:-** The vigorous procedure where students explore, discover and study about numerous themes, benefits, or budding career pathways, frequently driven by inquisitiveness and a craving to comprehend their own strengths and desires, as they steer the conversion towards maturity and forthcoming selections, this can include discovering speculative fields, co-curricular activities, career opportunities and peculiar beliefs within the outline of their secondary education.
- **Construction among secondary school students:-** The performance of building or generating something novel, regularly applying hands-on activities and ingredients, as a learning technique within a secondary school setting, usually encompassing students between the ages of 11 to 18 years.

Role of teacher in instilling Attitude of Self-motivation, Judgment, inspiration, exploration, and construction through STEAM education among the Secondary school students

In our Schools, we believe that the role of a teacher is to initiate students to energetically discover and continue their education. Teachers should plan the curriculum which is fully loaded with insightful views and leveraging technology. On daily basis learning, students will be able to go into a multiplicity of diverse areas with self-confidence and understanding in non-traditional thinking with the introduction of STEAM Education. As STEAM Education is an attitude of Self-motivation, judgment, inspiration, exploration, and construction. These five distinctive features are important as they include inner and outer essentials of an attitude that endorse development. It should be introduced as early as possible in every secondary school of the valley, like in every distinctive secondary schools where students are involved in projects. All the students enthusiastically use dynamic innovation and engineering approaches, which brought in them the development like questioning and intuitive imagination. This progressive way of learning can helps to generate a new kind of educational format where pupils from the very beginning get optimistic approach to take risks and endeavour their ideas. Students and Teachers are asked to build up their skills in these areas (STEAM) in an effort to enhance their academic performance and successful career. However,

learning is much more than a program of study, as learning is a lifelong process, a life expertise, and a life-long venture. Teachers teaching at secondary level should be self-motivated, who are all the time thinking of accepting learning challenge, who revitalise others with novel ideas, who enter into new educational terrain, and who thicken their learning with significant education and projects promote in them specialization and achievement of students. The attitude towards STEAM is a catalyst for learning that lays the foundation for the dexterity essential to move toward the curriculum with self-assurance, potential, and proficiency. The attitude towards STEAM, in this background, shifts from importance on set of courses to a shore up the student. It is an attitude that places learning in the hands of the student. Collaborative work between teachers and students should create an atmosphere where every student is encouraged to develop.

Characteristic of STEAM Education

- Amalgamation of Subjects: - STEAM education faultlessly include science, technology, engineering, arts, and mathematics into a solitary learning experience, permitting students to see acquaintances between different fields.
- Project-based learning:-Students involved in inquiry-based projects that necessitate them to apply their understanding to solve real-world problems, nurturing inspiration and critical thinking.
- Partnership and collaboration:-Students work together in groups to brainstorm ideas, share tasks and reach a mutual goal, evolving important communiqué and co-operative skills.
- Creative thinking: - The arts component of STEAM Education reassures students to think creatively and express themselves through various artistic mediums.
- Real-life significance: - STEAM projects are designed to address relevant real-world challenges, making learning more meaningful and engaging for students.
- Inquiry-based learning: - Students are stimulated to ask questions and energetically contribute in the learning process rather than inactively getting information.
- Teacher as an implementer: - Teachers act as monitors, providing backing and support while permitting students to take possession of their learning.
- Flexibility: - STEAM Education inspires students to ponder out of the context and discover numerous solutions to a problem, nurturing adaptableness and flexibility in their approach.

In investigating a STEAM attitude, students and teachers have a structure for augmentation, dedication, and deeds. A STEAM attitude appears for and supports a person to be a self-worth and taking initiatives. A learner is prepared to start on a job or a project because he or she sees a purpose in the job, lay down target, build up tactics, and bring out support. The student has the flexibility to stimulate himself and maintain himself, and to continue in learning. Educators can help out learners with these steps. The teacher can begin by shaping a rationale and serving students set goals. The teacher can provide significant, genuine output that support determination. With time, the teacher can reduce participation and support independence. With comparable educational approach, the teacher can encourage critical thinking.

Suggestions how to Inculcate the Self-motivated Attitude, Judgment, inspiration, exploration, and construction through STEAM Education among Secondary school Students

1. All the schools of the valley should cultivate various programs for encouraging STEAM Education.
2. National STEAM Education Day should be celebrated in every school and every school should involve community to partake in activities and see the performance of students of secondary school-level in student's STEAM-inspired projects.
3. To provide the opportunities to the students to present their projects worldwide.
4. Importance should be given to imagination and origination of the students, it is very significant that Art provides a chance to the students to use their understanding and ability in way that are genuine and suitable to the realistic environment.
5. Learning is an expedition. An attitude towards STEAM Education brings out the explorer in students. An explorer takes utilitarian risks in learning. The learner examines, discover, try out, and find out. The learner is resourceful, exploring various avenues to find answers and leaves no stone unrevealed. Teachers should encourage an impudent spirit by posturing open ended questions, cheering students to seek answers for themselves, alluring students to ask questions, and leading students to judicious answers, rather than announcing answers as right or wrong.
6. A teacher can enlighten a student's soul with awareness and sustenance. Design an app, make a website, write his own story, replicate on a lesson, draw a picture, create a garden at home and explain the procedure, or take care of someone who is in need in this way a teacher can create an attitude towards STEAM Education so that a student can become a manufacturer or maker rather than a purchaser.
7. By instilling attitude towards STEAM Education teacher can boost the students. He can create the concept of unselfishness and humanity among students.
8. Attitude towards STEAM is important because it is an emotional scaffolding that permits a student to introspect himself, to motivate and to look for motivation, to take up learning, create learning, and distribute learning.

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