Energetic Teaching Activity Role Play and Round Quiz: A Case Study

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Abstract: Teaching Learning process involves different activities. Every lecture has an outcome. However, if the lecture is forenoon, there is a need to energize the students with learning outcomes. Role-play and round quiz are energetic learning activities. Role-play activity increase numerous abilities in the students such as team building, leadership quality, demonstration, thinking, working, playing, creativity, etc. Round quiz is a game applied for the fuzzy logic course. Round quiz clears the tiniest of their doubts and prods them to answer it themselves. Students become energetic for these activities. The paper demonstrates learning with joy.

Keywords: Role-play, Round quiz, Energetic activity, assessment, outcome.

1. Introduction

Now a day, knowledge and information is available on the internet, hence teacher's role is to facilitate the students' instead of one-way teaching. The teacher must facilitate students in the right way with the right material and clear visualization of imaginary things. Active and collaborative teaching methods help a teacher to facilitate the students. Role-play and round quiz are active and collaborative teaching, learning tools that help students in fun learning. The role-play activity and round quiz designed for final year students of electronics and telecommunication engineering, for the fuzzy logic course. For post lectures the role-play round quiz supports teacher to keep students' active. Students' master all skills required for engineering. These techniques help all types of students' i.e. shy student, active students, silent students and clever students. The students' relationship will develop with teachers and colleagues. These tools empower the students. Social skills of students increase. These collaborative activities maintain the learner interest in the course.

2. Literature review

Adolfo Cobo et al. [1] adopted role-play as a teaching methodology in engineering education. Researchers practiced the role-play for trouble shooting or doing maintenance of industrial scenarios of mechanical, electrical, chemical or electronics industry. They implemented role-play in communication networks to trouble shoot the layers of TCP/IP networks. They analyzed the study based on rubrics developed, including knowledge, relevance, and selection of instrumentation. This was the innovative teaching tool for theory courses.

Aidan O'Dwer [2] conducted open book, multiple-choice questions for postgraduate as well as undergraduate students. He presented the systematic study with quizzes. The author had given the choice for students to choose the book. He also led the quizzes of papers presented. The quizzes directed individual and team that supports to create different types of quizzes such as formal and informal quiz, paper based quiz, open book quiz, social quiz, etc.

Genevieve Marie Johnson and Julia Ann Johnson [3] evaluated the learning styles of students in study groups and online quizzes. Researchers surveyed 48 college students and analyzed the students' learning style and preference of online study.

Maria Asuncion Rojas and Jhonny Villafuerte [4] had presented that role-play is task based, communicative and cooperative learning tool. They believe that role-play is science. Role-play develops the healthy relationship between students' and teacher. It helps to strengthen the students' confidence in speaking, as well as active exploration of course knowledge.

Mohad Firdaus Mohd Ab Halim et al. [5] proposed innovative quiz that bridges the gap between theory and practical. The authors explained the detail procedure and testing the quiz required for electrical and electronics engineering student. They suggested that this quiz clears the fundamentals of electrical circuits.

Shawna Shapiro and Lisa Leopold [6] accessed the role-play and critical role. For role-play active involvement and critical thinking is required. For completing the role-play, the students' must have cognitive and linguistic skills with deep knowledge of course content.

Stephan Krusche et al. [7] applied interactive learning techniques for software engineering course. In teaching, they used case studies, quizzes and icebreakers. The results evaluated based on the students' feedback and performance in that course.