Enriching Teacher's Pedagogical Strategy Using the Role of Global Competence Learning Model

Helda Jolanda Pentury*, Anastasia Dewi Anggraeni

Department of English Education, Universitas Indraprasta PGRI, Indonesia

*Corresponding email: anastasia.dewi@unindra.ac.id

Abstract: Enriching teachers' pedagogical strategy using the role of global competence learning model. **Objectives:** The research basically aims at improving young teachers pedagogical strategies by using the role of global competence learning model. **Methods:** Method used in this research is descriptive qualitative with triangulation of data (observation, interview, and documentation). **Findings:** Implementation of global competence learning model in the learning and teaching process makes the young teacher will be more focus on pedagogical process and professional competence. Moreover, new cognitive skills given in the learning-teaching process as the point of enriching teachers' pedagogical strategy could be achieved well. **Conclusions:** By the resourceful and creative learning model, they will feel to get involved actively and will be more communicative and interactive in experiencing every activities of learning-teaching process as well.

Keywords: Teachers' pedagogical strategy, learning models, global competence.

*Abstrak: Memperkaya strategi pedagogis guru menggunakan model pembelajaran kompetensi global. **Tujuan:** Penelitian ini pada dasarnya bertujuan untuk meningkatkan strategi pedagogis guru muda dengan menggunakan peran model pembelajaran kompetensi global. **Metode:** Data yang digunakan untuk melamar misionaris muda yang ingin mempersiapkan sebagai guru di Papua dan Kalimantan. Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif dengan triangulasi data (observasi, wawancara, dan dokumentasi). **Temuan:** Penerapan model pembelajaran kompetensi global dalam proses belajar mengajar menjadikan guru yunior juga akan lebih fokus pada proses pedagogis dan kompetensi professional. Selanjutnya, keterampilan kognitif baru yang diberikan untuk memperkaya strategi pedagogis guru dapat tercapai dengan baik. **Kesimpulan:** Dengan model pembelajaran yang kreatif dan kreatif, mereka akan merasa terlibat aktif dan akan lebih komunikatif dan interaktif dalam mengalami setiap kegiatan proses belajar-mengajar.*

Kata kunci: Strategi pedagogi guru, model pembelajaran, kompetensi global.

To cite this article:

INTRODUCTION

Rapidly-changing information technology not only encourages new possibilities, but also easily disrupts emerging possibilities and ideas in a split second. Education as one of the industry sectors affected by this phenomenon must be prepared well by the teachers as the agent of transformation. Being a teacher is not only to pass the cognitive and some practical requirements as well, but they also have highly demanding required.. These three aspects, cognitive, affective and psychomotor show the quality of the teachers to have. In this case, teachers are qualifed in their field as instructional only. In other words, They should have "teacher's professional competence". Competence can be define as the skill, knowledge, attitude and motivation to manage the educational process and get the students outcomes well.

Pedagogy is a part discipline of Education concerned with the accompanying of a child so that he or she can become a responsible adult, as opposed to it being used to describe the study of education and training (Roberts, 2007). Reece & Walker said that a pedagogical approach may be described as a teacher dominated learning situation (Roberts, 2007). The pedagogical 'knowledge base' of teachers includes all the required cognitive knowledge for creating effective teaching and learning environments. Research suggests that this knowledge can be studied. Identifying the content of this knowledge base, however, is a complex issue (Guerriero, 2017).

Knowles et al. (1998, 62) describe how the pedagogical model, the model used for teaching children, is focused on the teacher: "The pedagogical model assigns to the teacher full responsibility for making all decisions about what will be learned, how it will be learned, when it will be learned, and if it has been learned. It is teacher-directed education, leaving to the learner only the submissive role of following a teacher's instructions." (Roberts, 2007).

The pedagogical 'knowledge base' of teachers includes all the required cognitive knowledge for creating effective teaching and learning environments. Research suggests that this knowledge can be studied. Identifying the content of this knowledge base, however, is a complex issue (Guerriero, 2017). Knowles et al. (1998, 62) describe how the pedagogical model, the model used for teaching children, is focused on the teacher: "The pedagogical model assigns to the teacher full responsibility for making all decisions about what will be learned, how it will be learned, when it will be learned, and if it has been learned. It is teacher-directed education, leaving to the learner only the submissive role of following a teacher's instructions." (Roberts, 2007). Woolfolk suggests that a distinguishing feature of pedagogy is the properties by which it is defined. Four key properties characterise pedagogy: the role of the student, the role of the teacher, student experiences, and the student's readiness to learn (Kasozi, 2009).

Accordingly, twenty-first century instruction is based on three pedagogical principles – personalization, participation and productivity. This framework allows learning through authentic real-world contexts, carrying out projects from beginning to end, and solving problems as they arise, all of which constitute powerful learning strategies (Scott, 2015). The artful competence must be applied well in their professional teaching. By enriching their own knowledge appropriately, teachers would increase language use in relation to the knowledge of the world and vice versa. Learn and teach serve as a significant subject for teachers to comprehend as they must know when and how they apply the expertise properly suited to the learning and teaching process. In other words, pedagogical characteristics are important role in enhancing teachers' knowledge, creativity, motivation, belief and skill to put something across to others particularly in a teaching-learning circumstance.

Teacher pedagogical mastery in the teaching-learning process really depends on teachers' proficiency in using the appropriate teaching method, model, strategy and technique to convey the message of the aim of learning component. Unfortunately, most of the teachers in some schools still use conventional method where the students are asked to memorize the series of very often which causes the boredom to the students. That is the reason for many teachers to equip themselves with a good preparation in order to motivate the students through interactive, interesting and enjoyable classroom.

The pedagogic process of learning language for students need special attention in providing such learning materials since their interest relies on physical activities. In this case, teachers should analyze the students' needs to avoid harmful backwash as they might have at the end of the learning process, particularly in learning language. Since the young missioners who want to be a professional teacher, they should put their interest of learning mostly on creative activities, various learning models, multimodal text assignments, creative media and strategy as well might be considered as the solution to overcome the teachers' needs to enhance their profession competence in learning and mastering pedagogical technique, particularly enrich teachers professional pedagogic.

Layzall, Lovell, and Gill define pedagogy as a set of strategies implemented by teachers that is intended to facilitate student learning in an academic setting. We define peda- gogical productivity as the relationship between costs and outcomes but, like the other authors in this volume, we consider outcomes to be not merely student credit hours but also student learning, satisfaction, and retention (Walvoord & Pool, 1996). According to Sawyer, pedagogies that support deeper learning results when individuals bypass expectations to memorize and repeat disconnected facts and knowledge (with limited application), and instead seize opportunities to grasp difficult concepts and complex ideas, evaluate newly presented ideas, and summarize their own reactions and insights (Scott, 2015). According Mulyasa that, pedagogical competence is the ability to manage the learning of learners includes an understanding of learners, instructional design and implementation, evaluation of learning outcomes, and the development of learners to actualize their potential (Hakim, 2015).

Components included in the pedagogical competency, namely: (1) controls the characteristics of leas from the physical aspect, the spiritual moral, social, cultural, emotional and intellectual; (2) control of learning theories and principles of learning that educates; (3) develop curriculum related to the subject matter; (4) conducting educational learning; (5) utilize information and communication technology for the sake of learning; (6) facilitate the development of potential learners to actualize their potential; (7) communicate effectively, empathetic, and manner with the students; (8) conducting the assessment and evaluation processes and learning outcomes; (9) utilize the assessment and evaluation for the sake of learning; (10) take action to improve the quality of reflective learning. For the purposes of analysis of the pedagogical concepts used measurement indicators, among others; level of understanding of learners, instructional design, and implementation of educational learning the diagnosis, evaluation of learning and development of learners to actualize their potential (Hakim, 2015).

Abbott said thay learning that reflective activity which enables the learner to draw upon previous experience to understand and evaluate the present, so as to shape future action and formulate new knowledge (Qvortrup, Wiberg, & Christensen, 2016). According to A. Hargreaves, the change can be linked to

globalization, the emergence of 'the knowledge society' and an enhanced focus on innovation and creativity. Knowledge and learning are considered as fundamental resources for future development. Sustainability, learning in terms of learning outcomes, and lifelong learning have become increasingly recognized as important factors in the 'global competition' (Qvortrup, Wiberg, & Christensen, 2016).

Winataputra (Sugiyanto, 2008) suggests that the learning model is a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve specific learning objectives and serves as a guide for learning and the crier proclaimed and teachers in implementing the learning activities. Derived from Andersen's, seminal work, the learning model posits a direct, linear, and causal relationship between teacher nonverbal immediacy and student affective and/ or cognitive learning. This model proposes that teachers' immediacy behaviors communicate affect and positive attitude, whereas teachers' nonimmediacy behaviors communicate dislike and negative attitude. Thus, teachers' nonverbal immediacy behaviors directly affect student learning without any mediating factors (Zhang & Oetzel, 2006).

Dennison and Kirk describe four elements in a learning process, drawing on the model by Kolb (Qvortrup et al., 2016):

Figure 1. A model of the learning process

This cycle highlights activity in learning (Do), the need for reflection and evaluation (Review), the extraction of meaning from the review (Learn), and the planned use of learning in future action (Apply). The model may describe the process for a learner on her/his own who is actively making sense of a learning occasion, or for a group of learners involved together. Whatever the overall time scale, time is required for individuals to reflect, make meaning, and move forward. Other elements, such as the previous experience of the learner, the context of learning, and the effects, are included in the model below (Qvortrup et al., 2016).

Learning is an activity of making meaning – construction – not simply of receiving. The social dimension is always present, and in social contexts collaboration supports learning. Effective learning has to be regulated by the learner, not the teacher. These aspects of effective learning are all connected by the fourth feature, meta-learning – being aware of the processes of their learning, how they are learning. Effective learners have learned to monitor their strategies, purposes, outcomes, effects and contexts (Watkins et al., 2016).

Effective learning is more than merely the results of good teaching. It is enhanced by a learning environment that includes active interactions among faculty, students, and student peers. Effective learning is achieved through the use of creative strategies designed not to entertain but to inform and stimulate. The best ways faculty can bring about effective learning are by recognizing students as individuals, with unique, personal ways of knowing and learning, by creating learning situations that recognize diversity, and by providing empowering experiences in which students are challenged to think (Bradshaw, 2016).

Each student is different, and when it comes to learning styles, the ones that prove the most effective depend on who is being taught. One of the ways in which teachers can maximize the effectiveness of their time in the classroom is to rotate the types of instruction that they're

using, making sure that there is a mix of strategies that might work well for different students (Cleaver, 2010).

1) Hands-on learning activities

Students often thrive when given the opportunity to create something on their own. Research shows the more active a brain is in different areas, the greater chance for retention. Author Judy Dodge explains in a Scholastic article, "If you're only listening, you're only activating one part of the brain. But if you're drawing and explaining to a peer, then you're making connections in the brain". Hands-on activities are traditionally used in arts and science courses, but virtually any subject matter can have hands-on learning. For example, an English class could use the same approach by having students assemble portfolios of their writing in booklets for presentation or having students create dioramas depicting scenes in books they've read. These types of projects can be more meaningful and engaging to students than traditional exams, and encourage more creative, independent thinking.

2) Collaborative projects

With collaborative projects, students get the chance to work with one another toward a common goal. These exercises are valuable in their capability to teach students about the values of cooperation and working with others who might be different from themselves. Pairing students with different skill sets can be a great way that while not everyone shares the same talents, everyone can contribute to the project meaningfully in their own way. Collaboration encourages students to engage in productive dialogue and it can provide an opportunity to foster debate. Deciding between different approaches to satisfy project requirements can help develop students' executive decision-making capabilities and their ability to listen to others' opinions and suggestions.

Well-structured collaborative projects, according a National Survey on Student Engagement, help students learn the following:
a. Break complex tasks into parts and steps
b. Plan and manage time
c. Refine understanding through discussion and explanation
d. Give and receive feedback on performance
e. Challenge assumptions
f. Develop stronger communication skills

3) Experiential learning

Giving students the chance to apply the classroom lessons to a practical application can be an exciting and rewarding experience. By showing them the direct benefits of their new knowledge, the teacher is helping to cement the notion that students' studies are tangibly productive and worthy of their time and effort. Activities like field trips in the local area are a great example of how experiential learning can be incorporated in your lesson plans for the year. Additionally, having active and pro-active activities within the classroom and direct instruction as the homework (otherwise known as the flipped classroom) is an excellent way to engage students with the material.

4) Direct instruction

While most of us think of direct instruction when we think of the traditional classroom structure, its effectiveness has not diminished over time. Done properly, direct instruction helps students know the why behind the activities they're doing. When introducing a new lesson, it's important to emphasize the broader concepts as a whole to ensure comprehension, rather than individual facts, as these can distract from the overall message. Direct instruction also helps to establish order in the classroom and minimize distractions and disruptions.

While these four methods of instruction are by no means the only ways to teach a class,

engaging your students with a rotation of these strategies can help keep the classroom a lively and dynamic environment for learning. According to Uzezi & Zainab, learners who apply guided inquiry models have scientific thinking skills better than learners who apply the traditional model (Rizqi Rahmawati, Saiful Ridlo, 2018).

According to PISA 2018, Global competence is the capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and world views of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development (Ramos & Schleicher, 2018). Accordingly, a unanimous definition of global competence cannot yet be identified. Scientific theory-building for the construct of global competence is in this regard relatively young and undeveloped (Salzer & Roczen, 2018:7).

Wilson (Todd, 2017), global competence is "Substantive knowledge, perceptual understanding, capacity for personal growth, ability to develop international interpersonal relationships, and ability to act as a cultural mediator". Olson and Kroeger had drawn the definition of a globally competent person as the one who has enough substantive knowledge, perceptual understanding, and intercultural communication skills to effectively interact in our globally interdependent world (Konwar & Barman, 2013). What is Global Competence?

Todd said that global competence is one's embodiment of four elements: A disposition and affect toward culturally diverse peoples set into motion by open-mindedness; a body of knowledge founded on an understanding of one's own cultural background, globalization, and world languages; a set of skills such as the abilities to collaborate, investigate globally pressing issues, and communicate effectively, with these three elements uniting for the purpose of taking action for the global good, thus rendering the globally competent individual a cosmopolitan (Todd, 2017).

According to Curran, global competence as an "appreciation of other cultures and the ability to interact with people from foreign lands. It is the ability to become familiar with an environment, not causing a rift while experiencing something new, and reflection upon the experience at its completion" (Barman, 2018). Because developing global competency is motivated by the ability to interact cross-culturally and approach one's own beliefs and experiences critically and self- reflexively, opportunities for domestic students to engage in academic tasks with international students must be cultivated. International students can be critical sources of knowledge, representing diverse as well as more complex—and contested—ways of knowing (Siczek, 2015).

The idea of global competence articulates the knowledge and skills teachers and students need in the 21st century. Globally competent teachers and students have the knowledge and skills to: (a) investigate the world which means globally competent teachers and students are aware, curious, and interested in learning about the world and how it works, (b) recognize perspectives. It means that they recognize and express their perspectives that others may or may not share it, (c) Communicate Ideas which means they can effectively communicate, verbally and non-verbally, with diverse audiences, and (d) take action that means they have the skills and knowledge to not just learn about the world, but also to make a difference in the world.

A model of global competence with three related dimensions did in fact emerge. Which have been affirmed by other authors: (1) a positive disposition, including a strong sense of an individual's own cultural self and empathy towards others; (2) the ability to speak, think in, and understand foreign languages; and (3) a

"deep knowledge and understanding" of the world's history and an ability to think critically about global complexities. These elements offer both a map and a set of critical challenges for education, whether at the primary, secondary, or university level (Hughes, 2014).

Globally competent teachers need many capabilities beyond cognitive aspects. They require a good combination of affective, psychomotor, and perceptual approaches for dealing with information and to offer opportunities for learners to develop an enlightened approach to dealing with the challenges of the present world. Education prepares the future generation to take their due place in society; a teacher plays a pivotal role in this process. A teacher is the key person to initiate and support change for educational improvements. With the increasing complexity of problems, expectations of teachers are also increasing. To create a thirst for knowledge among his/her pupils, a teacher must continue to learn and grow professionally. Thus, education of teachers at all levels is highly significant (Darji & Lang-Wojtasik, 2014).

There are various conceptual and theoretical understandings of global competencies. The ministry uses the term competencies to refer to the knowledge, skills and attitudes students need to reach their full potential and to face complex challenges now and in the future, while the term global refers to the learner as a whole. For the purpose of this rapid synthesis however, we use the global competencies described by the Council of Ministers of Education (CMEC) in their Pan-Canadian Global Competencies document. The CMEC defined global competencies generally as "sets of overarching attitudes, skills, and knowledge that can be interdependent, interdisciplinary and leveraged in a variety of situations both locally and globally (University, 2018).

■ **METHOD**

The method used in this research is descriptive qualitative with triangulation of data (observation, interview, and documentation). According to Moleong descriptive research is a method of research which is trying to describe and interpret the object as in fact (translated in English). Qualitative method is method in research in which study the social phenomena or human problem. Qualitative research is also exploring phenomena, identifying the issues and answering the questions (Moleong, 2002). By learning such materials in a global competence, the teachers can be actively involved and they can explore more skills through global competence learning model, learning cognitive skills such as reading, thinking, memorizing and writing.

■ **RESULTS AND DISCUSSION**

The result and discussion will be described by Table 1. Knowing that Global Competence learning model is a device in the teaching and learning process where many areas of the curriculum are connected together and integrated globally to create a natural circumstance of teaching-learning process. By learning such materials in a global competence, the teachers can be actively involved and they can explore more skills through global competence learning model, learning cognitive skills such as reading, thinking, memorizing and writing. Esu (Chon, Mat, Mohd, & Nazri, 2012) pointed out some stages in selecting a theme as follows:

1. Choosing a theme (teachers links the theme to the student's everyday life).

2. Designing the integrated curriculum (teachers organize learning goals of the curriculum both process skills and content knowledge around the theme).

Table 1. The result of this research

No	Investigate The World	Recoqnize Perspective	Communicate Ideas	Take Actions	Learning Process	Skills Required
1	Young teachers identify the issues happened in the area (Kalimantan/Papua) and give researcable questions.	• The findings found were their own original perspective • Identify the influences on that perspective and classify them.	• Acknowledge and show new different ideas. • Communicate it	create the ways to improve the ideas	**Project-based learning & Problem-based learning**	• **Critical Thinking** • **Innovative** • **Creativity** • **Collaborative**
	Issue: Core subjects	*Have the inventories*	*Discuss & Presentation*	*Role play, Teaching experiences*		
2	Create various ways, approaches, media, and strategies to manage the issues	Identify the influences. List the impact.	Listen to & communicate using verbal & non-verbal behavior, languages, strategies	Asses the option & create plan action	**Project-based learning & Problem-based learning**	• **Creativity** • **Critical & Analytical Thinking** • **Collaborative**
	Managing information	*Control the influences and*	*Video Presentation*	*Collaboration*		
3	Analyze,integrate,synthesize the evidence collected to construct responses to globally significant solutions	Explain how cultural interaction influence situation, issues, including the development knowledge	Select&use appropriate technology / media to communicate with different audience	Teach personally, or collaboratevely in create ways to contribute & assess the impact of action taken	**Project-based learning & Problem-based learning**	• **Critical & Analytical Thinking** • **Communicative** • **Collaborative**
	Design Thinking Teams	*Consider the new findings*	*Presentation & Panel Discussion*	*Role play & teaching strategies*		
4	Enhance an argument based on compelling evidences &consider multiple perspectives to draw conclusion	Express how differintial access to knowledge, technology, resources affect quality of life & perspective	Consider on how effective communication affects understanding & Collaboration	Consider on their capacity to avocate & contribute to global Improve globally	**Project-based learning & Problem-based learning**	• **Creativity** • **Critical & Analytical Thinking** • **Collaborative** • **Appreciative** • **Awareness**
	Problemsolving: Feedback & Review	*Character building by sharing experiences*	*Team work*	*Evaluation*		

3. Designing the instruction (teachers handle the schedule of class activities).

4. Encouraging presentation and celebration (teachers manage students' presentation individually or in groups).

The topics or issues provided are different, such as mathematics, social studies,culture, literacy, science, etc. The young teacher focus on their global competencies, create their objectives and strategies, builds the cognitive process based on the issues available. They then

engage and be active one another in a team to apply the contens of the table above in new perspectives globally.

CONCLUSION

Global competence is having ability to interact actively with others, well-a rounded, appreciative, understanding, awareness of oneself as active participant, thinking differently, taking on a different perspective, being able to work together as a team, solve the problem and giving a solution. Globally competent teachers have the knowledge and skills to (a) investigate the world beyond their educational experiences, (b) recognize their own and others perspectives, (c) communicate their ideas globally in different styles, and (d) express their ideas and findings into appropriate *actions* to improve their students learning-teaching process.

REFERENCES

Cleaver, S. (2010). *Fiskars*. Retrieved February Tuesday, 11, 2019, from http://www.scholastic.com: http://www.scholastic.com/browse/article.jsp?id=3751901

Barman, A. (2018). Global Competency development efforts by Indian B-Schools, (June). https://doi.org/10.2139/ssrn.1728445

Bradshaw, M. J. (2016). Introduction. *On the Definition of Learning*.

Chon, K., Mat, M. A., Mohd, R., & Nazri, I. (2012). *Teachers' Understanding and Practice towards Thematic Approach in Teaching Integrated Living Skills (ILS) in Malaysia. International Journal of Humanities and Social Science* (Vol. 2). Retrieved from www.ijhssnet.com

Darji, B. B., & Lang-Wojtasik, G. (2014). *Preparing globally competent teachers Indo-German perspectives on teacher training. International Journal of Development Education and Global Learning* (Vol. 6). Retrieved from https://files.eric.ed.gov/fulltext/EJ1167835.pdf

Hakim, A. (2015). *Volume || 4 || Issue || 2 || Pages || PP. The International Journal Of Engineering And Science (IJES) ||*. Retrieved from www.theijes.com

Hughes, M. B. (2014). *Opportunities for Global-Competence Education in Secondary Extracurricular Programs*. Retrieved from https://kuscholarworks.ku.edu/bitstream/handle/1808/14523/Hughes_ku_0099M_13442_DATA_1.pdf;jsessionid=AB47365D53283AEB71A0FC5DCA59D723?sequence=1.

Kasozi, J. A. (2009). *The Implications For Educational Practice Of Pedagogical Versus Andragogical Orientations Of Teacher Educators In Botswana*. Retrieved from https://core.ac.uk/download/pdf/43166607.pdf

Ramos, G., & Schleicher, A. (2018). Preparing our youth for an inclusive and sustainable world.

Repec, I., Quest, P., Commons, A. I., & Literacy, I. (2013). Revista Romaneasca pentru Educatie Multidimensionala Romanian Journal for Multidimensional Education Covered in/ : Index Copernicus, Ideas RePeC, EconPapers, Socionet, Ulrich Information Literacy, Theory and Practice in Education Lumen Publishing Hous, *7329*, 47–58.

Rizqi Rahmawati1, Saiful Ridlo1, S. S. (2018). Analysis of the Effectiveness of Learning Models against Students' InnovativeBehaviour. *Journal of Biology Education*, *7*(2), 127–136. Retrieved from https://journal.unnes.ac.id/sju/index.php/ujbe/article/view/24266/11450.

Roberts, M. S. (2007). *Applying the Andragogical Model of Adult Learning: A Case Study of the Texas Comptroller's Fiscal Management Division*. Retrieved from http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.867.1649&rep=rep1&type=pdf

Salzer, C., & Roczen, N. (2018). Assessing global competence in PISA 2018/ : Challenges and approaches to capturing a complex construct.

Scott, C. L. (2015). *Working Papers Preparing Learners For 21st Century Competencies And Skills Overall Vision Of Twenty-First Century Pedagogy Conclusions, Next Steps And Future Issues The Futures Of Learning 3: What Kind Of Pedagogies For The 21st Century?* Retrieved from http://disde.minedu.gob.pe/bitstream/handle/123456789/3747/The Futures of Learning 3 what kind of pedagogies for the 21st century.pdf?sequence=1&isAllowed=y

Siczek, M. M. (2015). Developing Global Competency in US Higher Education: Contributions of International Students, 5–21.

Sonia, G. (2017). Teachers ' Pedagogical Knowledge and the Teaching Profession, 5.

Todd, K. B. (2017). UKnowledge Global Competence Survey Development. https://doi.org/10.13023/ETD.2017.241

University, M. (2018). Rapid Synthesis, (April).

Walvoord, B. E., & Pool, K. J. (1996). Enhancing Pedagogical Productivity, (103), 35–48.