



## ***Journal of Research in Education, Science and Technology***

### **Challenges and Outcomes of the Potential Teacherless Classrooms in Bangladesh**

**Farah Diba Yasmin**  
Bangladesh University

ISSN: 2548-0286

#### **To cite this article:**

Yasmin, F. D. (2019). Challenges and outcomes of the potential teacherless classrooms in Bangladesh. *Journal of Research in Education, Science and Technology*, 4(1), 30-35.

**Please click here to access the journal web site...**

*Journal of Research in Education, Science and Technology (JREST)* is published biannual as an international scholarly, peer-reviewed online journal. In this journal, research articles which reflect the survey with the results and translations that can be considered as a high scientific quality, scientific observation and review articles are published. Teachers, students and scientists who conduct research to the field (e.g. articles on pure sciences or social sciences, mathematics and technology) and in relevant sections of field education (e.g. articles on science education, social science education, mathematics education and technology education) in the education faculties are target group. In this journal, the target group can benefit from qualified scientific studies are published. The publication language is English. Articles submitted the journal should not have been published anywhere else or submitted for publication. Authors have undertaken full responsibility of article's content and consequences. *Journal of Research in Education, Science and Technology* has all of the copyrights of articles submitted to be published.

## Challenges and Outcomes of the Potential Teacherless Classrooms in Bangladesh

Farah Diba Yasmin\*  
Bangladesh University

---

### Article Info

#### Article History

Received:  
03 December 2018

Accepted:  
17 March 2019

---

#### Keywords

Teacherless classrooms  
Future  
Challenges  
Learning culture

---

### Abstract

The aim of this paper is to analyze the future of teacherless classrooms and its impact on the teaching-learning context and culture of learning in Bangladesh. Teacherless classrooms are getting appreciation in educational institutions of both developed and developing countries around the world and with advancements of technological availability open online courses have been introduced in the arena of Bangladeshi learning settings and many institutions in Bangladesh are planning to operate teacherless learning. However, there are projected challenges and apprehensions regarding human interaction, and communication in a technology-assisted learning environment. Furthermore, it also promotes the idea that the instinct of human learning patterns supports physical engagements of learners but in teacherless classrooms, the passive learning approach has inadequacy regarding social, cultural and psychological education. This study is mainly significant because it sheds light on cultural aspects of learning which is overlooked by many facilitators of digital device-based learning procedures. Both qualitative and quantitative methods are followed for conducting this research and secondary data collection sources are also used to determine the impact of a teacherless classroom in different settings.

---

## INTRODUCTION

In this era of the fourth industrial revolution, the changing needs of the teaching and learning culture promote teacherless classroom where the demands of the knowledge and skills are required by technological blessings and innovations. The application of technological classrooms has been used as a way to respond to today's changes in the classroom environment and to establish learners' autonomy. In the parallel way of digitalized Bangladesh, the learning process of the students in Bangladesh has also experienced the impact of digital technologies which incorporated the advent of the teacherless classroom in Bangladesh. It is recommended that the use of teacherless classroom can accomplish the quality of the learning experiences if learning pedagogies can be used to support important factors regarding human interaction and communication in a technology-assisted learning environment. It is also significant that learners are aware of learning characteristics in informal settings and adapt them in formal settings. According to Lai (2011), we should conduct methodical and longitudinal studies for better appreciation of impact of individual technologies on teaching and learning. It is also essential to be acquainted with the unification of behavioral and cultural exposure and online based teacherless learning environment. This study tries to determine potential teacherless learning in the context of learning habits and motivation of students' formal and informal learning strategies.

### Research Objectives

The objectives of the present study are:

1. To determine the challenges of future teacherless classrooms in teaching-learning setting of Bangladesh.

---

\*Corresponding Author: *Farah Diba Yasmin, dibadueng@gmail.com*

2. To identify cultural implications of teacherless courses on learners' cultural understanding of learning.
3. To examine outcomes of teacherless learning on social and psychological aspects of learning culture in Bangladesh.

### Research Questions

Based on the requirements of the study the research questions are:

1. What are the challenges of future teacherless classrooms in Bangladesh?
2. How much will the future teacherless learning environment affect social, psychological and cultural aspects of education?
3. Do the pedagogical advancements offer appropriate learning outcomes for the teacherless course?

### Literature Review

Alam (2009) in his paper identified some tribulations related to technology-based edification and they are technology and ethical issues, technological imperialism, socialization and humanization of technology, correctness, and acceptability. Similarly, Bernard et al. (2009) identify the impact of the distance teaching, where online education instructional aim and expertise management permitted some extent of interaction but the quality and quantity of interaction have not had an adequate quality of learning. Ally (2004) points out that there is cultural disagreement between conventional pedagogies and digital technology and emphasizes that we necessitate a shift of teaching and learning customs. Similarly, Goldie (2016) explains that educationalists are developing innovative learning settings and they need new learning theories to conduct inventive teaching and learning. He suggests that if accessible theoretical approaches do not accomplish the requirements of innovative learning, new theories should be created with the help of existing theories. According to Sefton-Green (2004), adopting the education conservatism approach necessitates a cultural adjustment, and their findings focus on edification strategy that can make traditions to amalgamate learning across the formal and digital realm. Furthermore, they suggest that if we do not consider cultural shift as an essential trend in those different circumstances of teaching method then it will turn into a 'loser' in the long run.

Besides, Anderson (2004) suggests that a student-centered online learning framework is sensitive to cultural communication of technical and offline learning skill contexts. He also tries to notify the challenges of online learning when teachers give the effort to ensure a very high quantity of assessment; in that case, retaining student interest and commitment are very intricate. He emphasizes on the need for a theory of e-learning to be learning-centered that has to be grounded in existing knowledge contexts. He states that educational webs are still premature for a particular theory of online learning and suggests that theory builders and online practitioners should work on methods and activities for creating and distributing quality e-learning programs. Along with, theoretical expansion he also describes that interaction has long been a defining and critical component of the educational process and context.

Hofstede as cited in Hamdan (2014) sheds light on how culture affects online education and how online education affects learning culture. He defines culture as the communal programming of the mentality that differentiates the members of one group or group of people from others and points out that learning culture is a notion that overlaps with culture but it also has distinctive features. Moreover, he identifies learning culture as the habits in which learners recognize their learning resources, their course materials discussion, their educators as knowledge providers/ facilitators, and the implication and principle of learning and this analysis shows that culture and cultural values affect the application and success of online strategies. However, Tubaishat et al. (2006) distinguishes nature of teacherless classroom between developed and developing countries and sums up that the most

important impediment for the assimilation of technology-assisted teaching and learning is the social and cultural differences that exist in those countries.

In the similar way, Schulmeiste as cited in Naresh et al. (2015) analyzes that the intensity of proactive and discipline is less in e-learning when compared with traditional learning in developing countries and Johnson, Aragon, & Shaik (2000) concentrates on criticism of teacherless classroom and analyzes that despite having popularity online education is unable to shirk denunciation because many educationalists and trainers are not promoters of virtual teaching because they do not consider it essentially resolves demanding problems and they are apprehensive about the various obstacles that impede wired education. Curry as cited in Aragon, Johnson, & Shaik (2002) illustrates model of erudition style mechanisms and special effects that supported the speculative structure for the education which theorizes that inspiration preservation, assignment engagements, and rational panels must be measured unruffled in teaching and learning settings because motivation levels are sustained once the student institutes desired environmental and social surroundings for learning.

## METHOD

The target group was learners who have exposures to the teacherless learning environment in Bangladesh. This study takes into account the extent to which teacherless classrooms challenge the social, cultural and psychological aspects of learning in Bangladeshi teaching and learning context. This research is a mixed method in nature. The data was collected from ninety learners through questionnaire and ten participants participated in focus group discussion.

Table 1. Description of the Sample of the Study

Sources of online course	Male	Female	Number of learners for questionnaire
Coursera	12	11	23
Canvas Network	10	6	16
EMK	17	12	29
British Council	9	5	14
BIBM	7	1	8
Total	55	35	90

## Instruments

Likert scale was used for questionnaire analysis and this scale has five points (1-5): (a) Strongly agree: 5, (b) Agree: 4, (c) Neutral: 3, (d) Disagree: 2 and (e) Strongly disagree: 1.

Data were divided into three groups for analysis:

- Group: A) Future challenges of the teacher less classroom
- Group: B) Cultural and social aspects of teacherless learning
- Group: C) Psychological aspects of teacherless learning

## RESULTS

Table 2, 3 and 4 show results of questionnaire from participants and they are categorized through percentages and means.

Table 2. Future Challenges of the Teacherless Classroom

ITEM	SA	A	N	D	SD	Mean	Average Mean
ITEM 1	25.5%	34.1%	17.6%	16.5%	5.5%	3.57	
ITEM 2	23.1%	16.5%	20.9%	11%	27.5%	2.96	
ITEM 3	17.6%	27.5%	9.9%	23.1%	20.9%	2.45	3.4
ITEM 4	40.7%	24.2%	16.5%	24.2%	4.4%	4.06	
ITEM 5	31.9%	15.4%	11%	20.9%	20.9%	3.2	

In Table 2 , the future challenges of teacherless classroom in Bangladesh are analyzed and the results of the analysis represent that majority of the participants (item 1, 25.5% strongly agreed and 34.1 % agreed) stated that more pedagogical research is needed before establishing teacherless classrooms in Bangladesh and they also consider importance of e- learning with social learning (in item 5, majority 31.9% strongly agreed). However, majority learners (in item 3, 20.9% strongly disagreed and 23.1% disagreed) believed that Bangladeshi context is not difficult for teacherless classroom.

Table 3. Cultural and Social Aspects of Teacherless Learning

ITEM	SA	A	N	D	SD	Mean	Average Mean
ITEM 1	42.9%	29.7%	4.4%	12.1%	9.9%	3.84	
ITEM 2	18.7%	13.2%	14.3%	19.8%	31.9%	2.63	
ITEM 3	25.3%	13.2%	9.9%	29.7%	20.9%	2.92	3.2
ITEM 4	37.4%	13.2%	6.6%	28.6%	13.2%	3.33	
ITEM 5	40.7%	15.4%	2.2%	24.2%	5.5%	3.28	

Table 3, shows cultural and social aspects of teacherless learning and in this section there are several incongruous findings in item 2 and item 5. In item 2 majority 19.8% disagreed and 31.9% strongly disagreed with the statement that teacherless classrooms provide cultural and behavioral exposures to learners but in response to item 5, majority (40.7%) think that human interaction and negotiation are adequate in teacherless learning and in this section the average mean is 3.2.

Table 4. Psychological Aspects of Teacherless Learning

ITEM	SA	A	N	D	SD	Mean	Average Mean
ITEM 1	23.1%	23.1%	12.1%	31.9%	19.8%	3.31	
ITEM 2	25.3%	27.5%	13.2%	19.8%	13.2%	3.32	
ITEM 3	20.9%	13.2%	27.5%	12.1%	25.3%	2.92	3.25
ITEM 4	22%	25.3%	15.4%	29.7%	17.6%	3.37	
ITEM 5	23.1%	26.4%	18.7%	22%	8.8%	3.33	

Table 4, shows results regarding psychological aspects of teacherless learning and here majority in item 5, ( 23.1% strongly agreed and 26.4% agreed ) approved that learners need to develop different learning habits from their traditional learning experiences and in contrast to item 5, in item 1, majority (31.9%) disagreed with the statements that teacherless classroom has significant differences with traditional learning regarding emotional engagements of learners. It is also noticeable that in response to item 3, majority participants were neutral (27.5%) which stated that teacherless learning exploits human thoughts and emotions.

## FINDINGS

The study guides to the conception that theoretical developments are obligatory for teacherless teaching and learning in Bangladesh because learning has holistic engagements with learners' social, psychological and cultural backgrounds and experiences. Therefore, learning objective should focus on adaptations of materials and teaching techniques and overall course design to assist contextual tasks in a digitally-supported teacherless setting. This study finds gap between learning procedures of traditional and teacherless learning and this gap requires addressing inclusively before incorporating digital curriculum module that does not reflect effective learning outcomes for local learners. A major outcome of this research reveals that majority learners are not aware of their cognitive components of learning and they are facing problems regarding their exposures to teacherless classroom but they are unable to build individual learning techniques and style and our experts and policymakers should consider all these features essential for effective learning.

### Focus Group Discussion

In response to the first question, the majority of the participants responded that teacherless classrooms have given them different experiences regarding teaching techniques and activities. In addition to that two of them stated that they find this type of lectures easy to follow because in number of courses they can watch video lectures and download transcripts for lectures. Furthermore, one of the participants believed that as a learner he is introvert so this type of individualized digital teaching is more effective for his way of learning. After that, participants were asked to reflect on the issue of physical engagements of learners in a teacherless classroom and almost all of them agreed that lack of physical engagements make this learning process passive and in many cases monotonous. In response to the third question, majority of them disagreed with the appropriateness of teacherless education in our current context and two learners argued that privileged sections of the society are accustomed to digital learning because they have incorporated technology in their lifestyle but if we consider mainstream Bangladeshi education then it is not completely equipped and organized to meet the lofty demand of teacherless learning.

All participants agreed with the fourth question that asked for development of techniques and course design of teacherless classroom available in Bangladesh and one of them focused on deadline for course assignments and retake examination policy and added that sometimes it is really very hard to meet the deadline because of number of consecutive assignments and details course activities. Finally, participants are asked to comment on available teacherless classrooms in our country and the needs of local learners and in response to this question, they all admit that local learners learning procedure and traditional learning habits challenge them to complete and follow online learning materials but they also came up with advantages of teacherless classroom that learners are gaining from their classrooms.

## CONCLUSION AND RECOMMENDATION

Teacherless classrooms have the prospective to develop education traditions in Bangladesh but as we have observed with other latest approach of teaching and learning in our country that it sometimes fall short to accomplish its goal and for this reason this research tries to outline challenges of teacherless learning regarding social, cultural and psychological features and emphasize on pedagogy which can incorporate learning culture of Bangladesh.

Though it is known that the international dynamics govern technology -assisted teaching and learning, it is to be expected that social and cultural factors would not consider as insignificant factors for local policymakers and experts. Moreover, teacherless classrooms be supposed to move toward as endorse

not as a widespread ordinary practice without appreciating its' ingenious and adaptive features otherwise effective impact will be disappeared.

This study recommends teacherless learning as the requirements of the contemporary educational inclination but it suggests exploration of confines of technology assisted learning for humanizing the learning practice of the students. It also proposes that association of human interaction needs indispensable inclusion in teacherless learning as participatory and communicative method rather than passive means of support to cognitive learning.

## REFERENCES

- Alam, G. M. (2009). The role of science and technology education at network age population for sustainable development of Bangladesh through human resource advancement. *Scientific Research and Essays*, 4(11), 1260-1270.
- Ally, M. (2004). Foundations of educational theory for online learning. *Theory and Practice of Online Learning*, 2, 15-44.
- Anderson, T. (2004). Towards a theory of online learning. *Theory and Practice of Online Learning*, 2, 109-119.
- Aragon, S. R., Johnson, S. D., & Shaik, N. (2002). The influence of learning style preferences on student success in online versus face-to-face environments. *The American Journal of Distance Education*, 16(4), 227-243.
- Bernard, R. M., Abrami, P. C., Borokhovski, E., Wade, C. A., Tamim, R. M., Surkes, M. A., & Bethel, E. C. (2009). A meta-analysis of three types of interaction treatments in distance education. *Review of Educational Research*, 79(3), 1243-1289.
- Goldie, J. G. S. (2016). Connectivism: A knowledge learning theory for the digital age?. *Medical Teacher*, 38(10), 1064-1069.
- Hamdan, A. K. (2014). The reciprocal and correlative relationship between learning culture and online education: A case from Saudi Arabia. *The International Review of Research in Open and Distributed Learning*, 15(1), 310-336.
- Johnson, S. D., Aragon, S. R., & Shaik, N. (2000). Comparative analysis of learner satisfaction and learning outcomes in online and face-to-face learning environments. *Journal of Interactive Learning Research*, 11(1), 29-49.
- Lai, K. W. (2011). Digital technology and the culture of teaching and learning in higher education. *Australasian Journal of Educational Technology*, 27(8), 1263-1275.
- Naresh, B., & Reddy, B. S. (2015). Challenges and opportunity of E-learning in developed and developing countries-a review. *International Journal of Emerging Research in Management & Technology*, 4(6), 259-262.
- Sefton-Green, J. (Ed.). (2004). *Digital diversions: Youth culture in the age of multimedia*. Routledge.
- Tubaishat, A., Bhatti, A., & El-Qawasmeh, E. (2006). ICT experiences in two different Middle Eastern universities. *Issues in Informing Science & Information Technology*, 3, 668-678.