Volume 19 Issue 38
Originally issued as A10



Global Journal of human-social science: A
Arts & Humanities - Psychology
Volume 19 Issue 10 Version 1.0 Year 2019
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460x & Print ISSN: 0975-587X

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GJHSS-A Classification: *FOR Code: 330205*



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I. Introduction

In every culture, covering of nakedness is a desirable norm. Privacy and decency therefore includes proper covering of one's delicate parts and anyone who does that is regarded as a gentle, respectable, decent person with proper sense of decorum. Nakedness and the subsequent covering of it started in the Garden of Eden as consequence of man's sin. Anyone person with proper sense in him should run and hide in shame if for any reason is stripped naked like Adam and his wife, Eve (Genesis 3:10). Dressing since then is not only for covering of delicate parts of the body but for protection from weather conditions and for aesthetic reasons. It makes people who are to be passed as ugly for beauty and therefore man can spend anything on dressing which makes fashion industry to be one of the fastest growing one. This calls to mind a popular maxim; you are addressed the way you dress. In fact appropriate clothing, covering and dressing simply dignifies.

From time immemorial when man started organized learning and transmission of knowledge from generation to generation the outlook of the classroom has been receiving different attention. Classrooms are known to be decorated in such a way to convey motivation for pupils to learn and stay through teaching and learning situation with joy and sense of belonging. Entering a typical classroom even before the age of technology or what is commonly referred to as a 21st century classroom the walls and the teachers' table are usually dotted with educative materials. Globes, graphs, maps, calendars, drawings, photographs, pictures etc., are common sight. They are handy for use as reference and instructional materials. Come to age of educational technology, the twenty-first century, we have interactive boards, projectors, computers (laptops, desktops), Smart phones, pointers, IPad; commonly referred to as input and output devices, hard and software materials. It is not only the classrooms that are equipped thus, but students and teachers are often in possession of their personal equipment; laptops, mini laptop, palmtop, smart phones and other handheld devices for accessing information both in and outside the classroom A modern student is known with either a notebook, IPad, smart phones, laptops while in the classroom learning session. In some cases these are made as recommendation of the teacher or a modern curriculum.

Recent advancements in educational technologies no doubt have yielded positive results in our education sector. In consequence of this trend there is a growing need for educators to adapt to 21st century learners. Learners being digital natives, teachers are to become digital immigrants by migrating across the digital divide in order to stay relevant. Educators are not only charged with maintaining a current knowledge base in terms of teaching techniques, but also with creating interesting curriculum-driven lessons which both motivate and engage students (Mcdonald and Battaglia, 2017). The way in which students today students learn differs due to having grown up with and access to educational technology. This new educational technology is supporting both teaching and learning processes. Technology has digitized classrooms through digital learning tools like, computers, iPads, smart phones, smart digital white boards; it has expanded course offerings, it has increased student's engagement and motivation towards learning.

The face-to-face (F2F) classroom which is one of the important phase of our conventional educational system will for some time to come be relevant as it serves a useful purpose. What makes this phase worthwhile should be the quality of interactive activities

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engendered by students' engagement with constructivist learning paradigm as the basis. This engagement in no small measure makes the students responsible for their learning. The possibilities of freeing more time for quality interactive activities during the F2F session by moving technology from the classroom is the major thrust of this paper. The paper therefore examines the meaning and features of the modern classroom, the characteristics of the 21st century students and teachers in the 21st century classroom, factors that influence the use of technology in our classroom, naked teaching and students' engagement and learning amongst others. Conclusion was drawn and recommendations made.

II. The 21st Century Classroom

The 21st Century or modem classroom can be described as any form of classroom whereby learners do not necessary have to depend on a teacher to learn, courtesy the presence and access to Information and Communication Technology(ICT) provisions, hardware, software whether online or offline (Williams, 2016:1). In this classroom, the usual center-stage was taken by the teacher in the learning process is now occupied by the learner, while the teacher guides in the process. This change in position and role of the learner and teacher in the presence of ICT, defines their new attributes in the modem classroom.

Williams further reveals that the modern classroom therefore is a learner-centered learning environment where learning is personalized and competency-based learning are promoted. In the former, customized or individualized learning is the case as learning is tailored to an individual student's needs. In the latter element, the idea is that learners must demonstrate mastery of a given subject, skill or knowledge before moving on to the next one. These and others are the main concern of the present day classroom. The features of the modem classroom can he appreciated when we take a look at the new learner, new teacher and digital tools that can be found therein.

III. The Learner and Teacher in the Modern Classroom

Where there are no learners there are no classrooms. That means a classroom, be it virtual or physical can only qualify to bear its name where there are learners, or else it can be rightly described as a room, not a classroom. In other words, we can say that there can be no institutions without learners; hence emphasis is placed on the quality of learning given to learners at whatever strata; primary or secondary or tertiary (Williams, 2016:3). In modem day classroom, the advent, and heavy presence of ICT amid related tools and devices have influenced the conventional role of the usual passive, reproducing, and solitary learner to an active participant, producing and collaborative learner in the learning process. The modem classroom is thus a learner-centred learning environment. Therefore learners in modern classroom have become: Digital natives; ICT literate; ICT savvy; communicating and collaborating; critical and creative; multi-tasking; multimedia learners; ICT Fluent and appreciate the gains of team work, etcetera.

The teacher shifts from a story, fact teller, a 'sage-on-stage' to a collaborator, sometime co-learner and "guide by the side" with the learner occupying a central position (Williams, 2016:2).To him, teacher is no longer the "alpha and omega", sole source of knowledge but a desired model in modern classroom. To cope with this new role, teachers in modern classroom have become digital citizens, badaptors; visionaries; facilitators; collaborators, co-learners, risk takers, models, communicators, and should be the guide to the best use of technological tools available in the modern classroom.

IV. Digital Resources in the Modern Classrooms

There are different digital tools and software that have revolutionized teaching and learning in this present digital age, whether online or offline. In other words there is heavy presence of digital resources (tools and software)which on proper integration and utilization would guarantee improved performance on the part of the teacher, facilitating learning. Williams (2016); Okoro and Idoghor (2016) listed the following as resources found in the modern classroom under two broad categories; hardware and ICT software.

Computers: desktop and laptop, peripherals; System Unit (SU), keyboard, scanner, monitor, printer, speakers; Input devices: keyboard, scanner, digital camera; Output devices: scanner, printer, speakers, headphones; Data storage tools: CDs, flash drives; Handheld/mobile tools: Smartphone, mini-laptop, personal digital assistant (PDA), digital audio players, tablets, notebook. Multimedia: projectors; Interactive whiteboards, marker boards, screen; wireless tools: microphone, etc.

Creation software; Word processing; Spreadsheet; PowerPoint; Corel Draw Surfing software; Browsers – Explorer, Opera etc.; Search engines — Google, Ask, Yahoo; Uniform Resource locator(URL)-http//wwwinterscience.org; Digital object identifier DCI—DCI: 10.1037/10764-000; Communication software; Email (Asynchronous); ooVoo or Skype (Synchronous); Problem-solving software; Educational games Simulation; Special education — software; Brainstorming: concept; Tutorials and Drill-and-practice software; Tutorials; Drill-and-practice; Social sites: Facebook, Twitter, LinkedIn, WhatsApp; etc.

It is obvious that the tools listed here do not cover all the array of ICTs that exist in modem

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classroom. The presence and adoption of technology in the classroom essentially makes the 21st century classroom clothed, otherwise it is naked. The list of types and categories of these tools will continue to elongate as innovation is a sure attribute of life. However, one thing is obvious; presence and access to ICT has given rise to different coloration of classrooms we now have in this digital age. The classes range from face-to-face (F2F), virtual classroom, hybrid, mobile, collaborative, flipped classroom, inverted, mobile classroom, collaborative, etc. All of these have their descriptions and essential features.

V. Factors that Influence Technology use in the 21st Century Classroom

In the 21st century, technology has become a large part of society (Bechina, and Kramer,2013). While innovative, exciting, and a dynamic teaching tool, use of technology still requires an investment of time, and subsequently, professional development. Further requirements include time to experiment with a technological endeavor, and follow up support. Groff and Mouza (2008) specifically identify six factors influencing technology use for teachers as follows:

1) Legislative (e.g., policy and research),
2) State/school based (e.g., administration and school/community environment),
3) Teacher (e.g., technology skills and proficiency, perspective),
4) Technology- enhanced projects,(e.g., school culture and distance from the "norm," dependence on others external to classroom),
5) Students (e.g., experience and background, technology proficiency, attitudes/beliefs),
6) Technology (e.g., hard drive, memory, computer system) itself.

These six factors are important considerations when using technology in the classroom. In consequence of the above, particular attention should be paid to curriculum content, pedagogical style, and technology which are thought to be the foundation for effective teaching and learning in the classroom.

VI. Naked Classroom: What is it?

It is not quite reasonable for a builder to disregard the foundation simply because he has completed the roofing. Many tend to discard what had been sustaining them when once a new way of doing that same thing is discovered. This is being witnessed in terms of delivery of content with technology and the face to face interaction in the classroom. Bowen (2012) favorably argues that universities and colleges can not only capitalize on the use of modern technology for learning, but obviously also maximize face-to-face sessions in the classroom for a better final product than ever before – increased students' achievement.

Naked classroom (teaching naked) is a call for shifting mindsets about the way institutions of higher education source package and utilize their technological products. Using the idea of removing technology from the classroom to the valuable time away from class, Bowen argues that this redefinition can lead to a more customized educational experience for today's students, and actually improve their success by affording time in the classroom for optimal and maximized face-to-face learning. Ultimately, an argument for adaptation to the needs of students in the 21st century abounds.

Imagine being in front of 250 students in a lecture hall, completely naked, with all eyes on you, wondering how you are going to impact the lives of students that very day. Bowen, a key advocate of teaching naked technique in his book, *Teaching Naked*: *How Moving Technology Out of Your College Classroom will Improve Student Learning* in 2012 is not about being naked or unclothed in front of your students, but rather a guide to removing the technological gadgets teachers have come to clinch in their teaching from the physical classroom space to maximize this precious time. Though it appears like a somewhat radical concept, Bowen asserts that using technology in other ways and for other means can definitely improve the overall performance of students. In an era when many institutions are proposing to expand online course offerings (from technology mediated to fully online) Bowen's assertions fit a middle ground on that spectrum though strongly admitting that technology still has formidable prospects. Bowen successfully argues that colleges and universities can not only capitalize on the use of technology for learning, but also maximize face-to-face time in the classroom for a better final product than ever before: increased student success.

Teaching Naked therefore is not a method of teaching unclothed, but rather an idea by its principal advocate, Bowen, that colleges and universities need to redefine their mission, product, and offering to improve student success. He argues that removing technology from the classroom while utilizing it elsewhere is the true path to take as education moves further into the 21st century and face the constant challenge of meeting students' needs of quality interaction, discussion and engagement with the teacher and colleagues.

VII. Naked Classroom: Treachery or Technique?

The primary and core mandate that classroom is established to pursue should be understood and regular update of that knowledge should be a priority. Bowen & Watson (2017) reiterate that ultimately, the overarching purpose of each teacher in the classroom is

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to increase the probability that their students will do the work, to learn the material on their own, appreciate new perspectives, and ideally make connections between one's course, other courses, and the real world. The perspective of naked classroom (teaching naked technique) provides a step-by-step model to assist faculty in their work toward these primary instructional purposes. As institutions in higher education develop portfolios of approaches to further the goals of student success, exceptional classroom instruction needs to be central among those strategies.

Flashy Power Points slides with video and synchronous e-conferences are notable impressive, but the best reason to integrate technology in our courses is to increase and improve your naked, non-technological face-to-face interaction with students. Technology is often accused of pushing people further apart (the interaction is really with a computer screen and not another human being, they say) but a few minutes of questions at the end of an hour covering material from behind a podium is hardly an interactive experience either. However, simple, new technologies can greatly increase your students' engagement outside of the classroom and thus prepare them for real discussions (even in the very largest classes) by providing content and assessment before the goal, in other words, is to use technology to free yourself from the need to "cover" the content in the classroom, and instead use class time to demonstrate the continued value of direct students to teacher interaction and discussion.

Naked teaching according to Bowen (2012) is the art of using technology outside the classroom to deliver content with the aim of preparing students for classroom activities and increases the class time available for student-centred active teaching. This pedagogical strategy could help traditional brick-and-mortar universities to add value to face-to-face (F2F) interaction in a digital world. So, nowadays abundant online resources make blending the teaching process possible and move content coverage outside the classroom, in order to spend in-class time to promote high order thinking skills among other 21st Century Skills.

So nowadays abundant online resources enhance blending the teaching process practically possible and shift content coverage outside the classroom in order to utilize the in-class time to advance high thinking skills among the other 21st skills. According to Bowen (2012) if we appreciate the fact that residential college experience involves largely of human interactions between the students and the professors, then we should promote such experience. Better online programmes are springing up and thus stakeholders will continue to put money relative level of return on investment.

Better online courses are coming and stakeholders will continue to put money where the best learning is, he further submitted. Residential colleges no doubt will remain more expensive, so it expedient that there should be provable learning benefits. Technology in actual sense will surely be a vital component of all higher education of the future, but we demand to rethink, rediscover, and reinvent how we employ technology outside as well as inside the classroom.

A bewildered faculty, Professor Pathak, who sees technology mutilating real classroom interaction expostulates in Pathak (2017);

> *A classroom is an intimate social space that demands a sustained interplay amidst the teacher and the taught, the exchange of ideas among students, the art of listening and shared concern and a formidable degree of empathy. It is a domain of tangible relationships with all its dynamics—power, conflict, cooperation responsibility and acknowledgement of the presence of the other (p.2).*

Today, high sense of individuation is witnessed with every piece of new technology. It is a rule of tangible relationships with all its inclinations, conflict, co-operation, power, responsibility, acknowledgement of the presence of others. All these laudable social and creative skills, it seems, many of the centuries students are missing out because of increasing demarcation (think of it – smart phone, Walkman or iPod) generating a high sense of me, my choice, my space, and by that reducing the tendency to share, cooperate and negotiate with others and the impulse to escape from the concrete for the sake elusive virtual intimacy benefit.

What will become of our world when virtual intimacy erodes and perhaps replaces the physical?

When our classrooms are stripped naked (technology removed) they can be used outside with the aim of freeing time for more quality classroom interaction and discussion in the following ways;

VIII. Use Email and WhatsApp to Create More Class Time

Email is another great and wonderful way a teacher can communicate with students and save time for useful and meaningful class period. Technology makes it easier to provide a handout or an email with complete features: for optimum effectiveness, limit announcements to one high light.

If you need to reschedule the midterm or change a reading, do not take valuable class time to make announcements that some students will copy down and most will forget after all. Lists of announcements are time consuming and ineffective. Email is a great way to communicate with your students and save class time for something better. Technology makes it easier to provide an email or handout with the complete details. For maximum effectiveness, limit announcements to one highlight.

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a) There are some awesome fringe benefits

First, today's students are used to getting constant phone calls, text messages and email from friends and parents.

Second, you never again have to worry about something you forgot to say in class. Never again will you need to cut off an interesting discussion or a great off-topic question to "get back to the material.", but rather, remove them from the face-to-face contact. Outside of that face-to-face contact, the advocate of naked teaching feels it is important to communicate and engage with the students on their level, using the tools that they are used to using and that means Twitter, and Facebook, YouTube, Podcast, Email, WhatsApp, Instagram, Skype etc. Social networks no doubt have a constant to students, hence Fomsi and Nwaizugbu (2016) are of the opinion that educators can use it to communicate with the students outside the classroom.

Third, you can guide your students' time outside of the classroom by providing timely reminders of key themes in the lesson or connecting classroom topics to current events. Students always learn better when they perceive that the material is relevant to them.

IX. Use of Online Tests to Create Class More time

Online course management systems all include some testing functions. Quite a number of us realized the conflict that exist between the problem of losing class time and a burning desire for a more timely evaluation and assessment of learning outcomes. Moving one or more assessments outside of class time, again frees up the class time for something more rewarding and interesting.

Again, the fringe benefits far exceed the original goal. You can give more quizzes and more varied assignments. You can allow (or require) students to work together. A teacher can monitor the progress of his students more easily and more opportunities can be provided at different hours; this can allow a level playing field for different types of situations and learners. Additionally, conventional students who would want to study late at night can equally be at home with the model. Most importantly, however, you can disguise learning as examinations and tie the assessment of learning to measurable outcomes and increased learning.

X. Quizzes Before Classes

More often we have all arrived in class ready to discuss an interesting lesson only to find that most students have not done the reading and fearing to face the teacher are hiding behind their desks. One means to ensure this ugly situation never happens again is to design an online mini quiz for each of the readings; this is an easy-to-use technology since it can be used at a short notice even if each quiz is due an hour before the scheduled class. Design a four multiple choice questions, send a reminder email a deadline to all students. Blackboard Course management software such as blackboard and others will ensure that the exam goes off some few moments before the commencement of class.

Again, provided you use Facebook, students can reached where they already live and familiar with. With few postings Face-Book allows students the easiness of clarifying any disagreement in the material, hence come to class adequately prepared for face-to-face discussion with the teacher and colleagues. The online discussion does not in any way substitute for class discussion, but it is clear that influencing students to make a few postings or demonstrate some competence with the material before class can only lead to worthier and more useful in-class- discussions.

XI. The Flipped Classroom

Most of us learned in the conventional model: we arrive in the class unprepared to say the least, listen attentively and passively to the first off contact with the material to be learnt, then go away to learn the material and then return for the examinations. This was the cycle. In the flipped classroom model otherwise called the inverted classroom, the process is reversed. Instead of doing a laborious problem-based homework off the classroom and coming back afterward to hear the professor lecture, the student watches a version of the lecture content online. This affords the students the opportunity of being prepared and comes to class to work on the problems in an interactive, collaborative setting with fellow students (Hall, 2013). The teacher assumes the status of a “guide by the way” or a coach, where necessary injecting a minute lecture as remedy to help students struggling with a common problem.

The focus shifts from teaching to learning. In an inverted classroom the first contact and examinations happen outside of the classroom, but students come to class prepared to engage with other learners and the professor. Project-based learning and the studio model of teaching in the arts are also expressions of the importance of engaging with students in the flesh. Technology makes it even easier to invert your classroom so that your classroom becomes the center of learning rather than only a passive point of first contact with the material.

XII. Podcast

Technology brings the possibility of inverting the classroom so that the same classroom becomes a real centre of active learning rather than a place for passive reception of information passed down from the teacher to the students. This is possible even if the students are coming in contact with the materials for the first time.

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Podcast simply is an internet television. It is an audio file digitalized and made available in the internet for downloading to either mobile or computer device. The file can be arranged as a series, fresh installment with the potential of being received by subscribers automatically(https://www.google.com/search?q=define+podcast).

A podcast seems to get more attention than the same information as text, partly because you can add other interest to the podcast both sound and video. This is true for a lecture as well; one of the reasons PowerPoint has become so popular is that adding slides, sound or video, provides a break from the stream of words. There are a number of different ways of creating web/iPod versions of your lectures: you can add the audio directly on top of your PowerPoint, or start with audio files and everything in between. The end products can be played via a web site or loaded onto an iPod or other portable device.

Whichever social media to use will depend on several factors but from the teacher's point of view the upper most one should be the ones the students are already using. This could be done by looking up the social networking sites usage rate (popularity) from time to time.

XIII. Conclusion

From the foregoing, we have seen that technology has come to stay in the present day classroom. In fact what makes classroom modern is simply technology integration. The presence of technology brought with it a different way faculty and students approach interaction, collaboration and communication in the hitherto known classroom. The study has raised series of critical issues relating to the growing decline in the vibrancy of the classroom interaction in our times and the deviation has serious implication on what the classrooms in the brick and mortal educational institutions of all ages are created to achieve. The study also realized that technology essentially is a tool and forcing it through use and enthusiasm to replace classroom meaningful engagement and learning cannot take the present and future students to the desired horizon. Our classrooms should be better reserved for interactions while technology is reserved for use outside of the classroom. Let all things be done appropriately and in order (1Corinthians 14:40).

XIV. Recommendations

The papers therefore recommends the following

Continuous training of teachers and students on how and when to use classroom technological resources;

Fees to be paid by students of higher institutions should include that for tablets, notebooks and others so that all students have ownership and access to the necessary tools;

"Emptying technology out of the classroom campaign" to be advocated though skillful communication and sensitization of the stakeholders thereby freeing time for F2F interactions;

Schools and colleges to partner with network providers in order to make services cheaper for students and teachers.

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