TRANSITIONAL CURRICULUM IN AESTHETIC TEACHING: A TEST FOR SELF-EFFICACY

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Abstract

This study is a validation of Albert Bandura's self-efficacy theory in teaching – a writer's voice of teaching experience in more than two decades, in basic and tertiary education from 1991 to 2012. The use of grounded theory and content analysis revealed that his self-efficacy judgments served as basis for behavior performance in promoting excellence in the job within the past twenty years of his career more specifically in curriculum realignment. Four considerations of Tyler's Cyclical Model determined the underlying factors and processes for curriculum revision. Content units and chapters of the three revised books were realigned according to the recommended competency standards of DepEd, CHED, and PRC. Teaching pedagogies in these books were analyzed according to Johnson's philosophical models. Success stories of graduates about the use of these books on Aesthetic Teaching Pedagogies were also documented. All these variables were juxtaposed to establish the writer's self-efficacy. Self-efficacy is an edge for successful curriculum innovation and excellence in instruction that determine a successful learning outcome.

Keywords: Self-empowerment, academic freedom, self-efficacy, teaching excellence, aesthetic teaching pedagogy, voice of experience, curriculum realignment

Introduction

"The way in which you teach, as much as you teach, contributes to your effectiveness" (Singleton, 1996).

This explains that self-efficacy of teaching depends upon the teacher's versatility to balance content with the use of appropriate strategies; necessary for lesson execution that ensures quality learning, calls for an ardent reflection. The need for self-introspection about our teaching is one of the best measures to ascertain our self-efficacy in establishing a successful career path. The call for revision of instructional program that meets

society's demands for the 21ˢᵗ century workforce (Johnson, 2001) is one of self-efficacy's noble expectations.

The 1999 Monitoring Learning Achievements survey of Malawi recommended that more attention should be paid to curriculum planning, teacher education and training and textbook development (Banda, 2005). Thus, when the school institution is dynamic to have these recommendations in fullest implementation, then quality and excellence are assured in actual instruction.

With this, teaching is viewed as empowered and dynamic, which is to be handled by competent and creative teachers. This is called the pragmatic approach that we want our students become prospective citizens imbued with sense of civic responsibility. Teaching as a profession takes pride in producing professionals our country needs for national development. This justifies the constitutional mandate that teachers are the trustees of preservation of the country's national heritage. Teaching as a vocation makes teachers endure in transforming the potentially-at-risk learners learn in their maximum potential and be functional members of society. This makes teaching one of the noble professions as a manifestation of the great love for the profession. Noddings and Shore (1984) in Jagla (1994) said:

"There is the love of teaching and learning, a love that is at the center of the educational enterprise. Without love in the broadest sense, teachers can do little what is useful…"

Jagla further elaborated that good teachers continue to love to learn as much as they love to teach and display love and concern for their students. Love for teaching is equivalent vis-à-vis to love for students, in molding them as desirable assets to their family and nation. In the outset, love is a vital aspect of good teaching culture. Mahatma Gandhi said "*the culture of the nation resides in the hearts and soul of the people*", as wellspring of our voices. Huberman (1995) in Younghusband (2005) reported that *"the voices of teachers about themselves and their own interpretations of their profession have been largely ignored"*. In times of adversity, we start listening to our inner voices in order to protect us from despair, by recording good deeds of our experiences and console our soul. But, personal account like this is unnoticed unless documented. Thus, this study was conducted.

Woolfolk (2007) in Hartfield (2011) emphasized that as *"a teacher, the number one goal of teaching is to allow the student to learn"*. With a strong set of skills and self-efficacy, teachers can assist students in the development of their cognitive capabilities. This takes place when teachers make use of heuristics in a meta-cognitive mode. Jagla (1994) pointed out that "*heuristics of teaching is the interplay of teacher's imagination and intuition*". When the teacher allowed students' insights generated from books and other media conjured with their ideas as part of their internal resources,

then, imagination has taken place. Once, the internal encounter of the students interfaced with their external encounter, subsequently, intuition has taken place. When there is the proper blending of imagination and intuition, self-efficacy is conjured for self- mastery.

Hence, both Woolfolk and Hartfield believe that teacher self-efficacy is, *"a teachers' belief that they can reach even difficult students to help them learn"*. This is the greatest challenge of our nobility on how the potentially-at-risk-students learn and become functional in the society. Jagla (1994) justified that "*the art of teaching is not divulged through books, courses, or discussions; it is lived in the hearts and souls of inspired teachers who invest their talents in the true education of tomorrow's children*". Therefore, teaching requires imagination for creativity and intuition to make the right decisions to fulfill the profession's nobility.

There is no other way to achieve this nobility than to make teaching the best for the learners. There is a need for both prospective and seasoned teachers to be familiar on the Aesthetic Teaching Pedagogies - the intricacy of the art and science of teaching gear toward the achievement of dignity, energy, self-management, and sense of community. To do this requires commitment that makes teaching a fulfilling craft through a dynamic curriculum. A dynamic curriculum undergoes a regular review and realignment. This is what Johnson, Musial, Hall, Collnick & Dupuis (2005) said: *"curriculum is anything and everything that supports student learning… Curriculum includes the materials and teaching process that are described in various documents for student learning and the methods used to assess student learning…."* Hence, anything that a book writer sees for the potential development of the learner is highly prioritized in the actual book revision.

This study was anchored on Albert Bandura's Self-efficacy Theory in Social Cognitive Development, which defined self-efficacy as *"beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments"*. These beliefs can alter the lives of individuals, for instance, persons' level of self-efficacy may guide the choices that they make in the course of their life, how much effort they will put into a task, the amount of persistence while facing challenges, and the amount of stress and depression in dealing with demanding situations.

Teacher self-efficacy is defined as, "a teacher's belief that he or she can reach even difficult students to help them learn" (Woolfolk, 2007) & (Hartfield, 2001). Bandura explained that teachers who believe in their abilities are more likely to create learning environments that support the cognitive process with four major sources such as mastery experiences, social modeling, social persuasion, and psychological response (Kendra, 2012).

The Objectivs of the Study

The aim of this study is to validate the writer's voice of teaching experience in more than two decades based on Albert Bandura's self-efficacy. To answer the main problem, the following objectives were raised: (1) find-out important aspects in successful curriculum revision; (2) determine the reasons in conceptualizing and revising a supported curriculum in Aesthetic Teaching; (3) identify factors attributed in the three revisions; (4) analyze units and chapters that needed retention, deletion, and revision in each of the three revised books; (5) analyze approaches to curriculum development utilized in the three revised books; (6) identify the approaches and methods found in the three revised books; (7) generate success stories of the revised books had to clients; and (8) propose plans to upgrade the teachers' attitudinal change as primary implementers of the teaching strategies infused in the final revision of the book.

Short Literature Review

According to Johnson (2001) there are three premises identified in curricular revision such as: (1) society and culture served by an educational community dictate the needs, obligations, and responsibilities expected of the educational program, (2) society perpetuates itself with educational programming, (3) systemic change, as in the form of transitioning educational curriculum, is often difficult at best and controversial at worst.

Book revision is one of the examples of curriculum renewal where it is one of the most daunting challenges facing to any member of the faculty in most colleges and universities. The process is full of pitfalls and hurdles. However, these problems can be overcome based on ten considerations for an effective evaluation as recommended by Pointer, (2004) such as the involvement of faculty in the revision, need for change, need for a plan, accrediting agencies and government requirements, stakeholders, other programs undertaken, available resources, assurance of learning goals, compromise, and strong belief about change.

The faculty is one of the very important stakeholders in curriculum development. Faculty members are the implementers of the curriculum. Whatever revision the administration calls for, the faculty members are involved. If these faculty members are writers of books, they can infuse valuable concepts, theories, and practices in the revision for the sake of quality. In these global times, change is overwhelming brought by technology. The internet is one of the valuable sources of information. Online journals published research outputs that would improve quality instruction needed in the book revision.

A curriculum plan serves as a blueprint to anticipate expected outcome. Time element is very important in curriculum revision because it is

the most valuable resource that would determine the effectiveness of the anticipated curriculum. In book revision, writers plan for depth and breadth of contents not to sacrifice self-sufficiency whether or not it can stand alone for its purpose, significance whether or not it can create a difference, validity whether or not has its own potential, interest whether or not it can provide lasting impression, utility whether or not it provides practicable use, learnability whether or not its contents are appropriate to certain age requirements of the target users, and feasibility whether or not its contents are realistic. All these cut across the principles of a good curriculum such as: progression, balance, coherence and integrity, currency, and flexibility (Rao, et.al, 2001), which (Bilbao, Lucido, Iringan, & Javier, 2008) identified these as dimensions of an effective curriculum design.

Progression is oftentimes referred to as continuity, which enables learners to strengthen the permanency of learning and the development of skills from the simplest to the most difficult level of cognition. Jerome Bruner calls it as the spiral curriculum model. In book revision, units of work and chapters are arranged from simple to complex with use of backward-forward utilization of theories and skills. Book writers also see balance without sacrificing breadth and depth in content presentation. Calculation is required to determine the number of pages in every chapter with emphasis to elaboration and expansion and deepening of concepts and principles to contextual realities using higher-order-thinking-skills. In terms of coherence, the book writer knows the logical structure of the book from chapter to chapter with linkages or interconnections from the program stated objectives, which are basically feasible or realistic. Novelty is required, which refers to how recent is the revision that infuses new research findings that proves credible discoveries. Flexibility refers to how often the book undergoes revision, and how the process is actualized to provide enough room for design of the actual material.

Any curriculum revision process necessarily causes a variety of faculty responses ranging from uneasiness to active resistance (Burns, 1997). A continuous motivation is needed for those resisting teachers to improve their craft. Psychological needs of students and professional competencies are needed in the professionalization of their career. The profile of parents provides easy access of the revised materials. The needs of members of the community articulated by experts embedded in the revised materials. Government organizations support through funding and future agenda. Non-government organizations strengthen their advocacies and give reasonable impact to curriculum.

Aligning the current curriculum with the external standards is essential that would push educational institutions to create innovations for best practices. District assessment data will be utilized so both content and skills

are articulated in a logical sequence from one grade to another. Unnecessary duplication can be avoided if the curriculum is properly aligned. Once, a curriculum is revised, all possible sources of information are generated. The hidden curriculum from the townspeople, students, teachers and other stakeholders are also considered. Needs and problems of the society are also noted based on the needs assessment done by reliable individuals. Research outputs and other recent discoveries are also integrated.   The writer's philosophical convictions that crystallize curriculum designs are readily conceptualized at hand. The global mandates, expectations, and trends as responded in the actual book revision are also given consideration when necessary. The curricular goals of different subject disciplines are also interfaced.

Revising a curriculum adheres with the competencies set in every subject discipline. One of the goals of Social Studies subject is to make students responsible citizens in the future. Likewise, Mathematics and English are aimed for complete numeracy and literacy. Vis-à-vis, Physical Education is offered to maintain a healthy and vigorous citizenry in the future. In the outset, all other subjects have similar goals like these, which can be responded in the actual revision of the curriculum that gear toward the development of a strong nation. Ogena (2012) crystallized the achievement of a strong nation through this formula: teacher education + quality nation + respect for people = strong nation. In developing a curriculum, teachers are encouraged to widen our regard for teacher education, re-focus our orientation for nationalism, and altruistic regard for ourselves and our countrymen.

Once, the curriculum is revised, comments and suggestions from stakeholders and other sectors are to be negotiated, because these would enrich the curriculum or the book revision in particular. We need to compromise from our co-teachers, administrators, and students the lasting benefits of this scholarly undertaking. Their comments and reactions can either enhance or de-escalate the entire revision. So, there is a need to be focused and be more conscious about side-remarks and be selective on which mattered, obnoxious comments are to be set aside, whilst generating more positive implications that create impact. Book revision is a sign of curricular improvement that creates a change in students' learning.

When curriculum revision is called, this needs careful and effective planning to avoid rush. Regular revision of curriculum plans including books is desired. In order to have a realigned curriculum, the school has to bring in the recommended, the written and the taught curricula into a closer alignment. Goals and objectives from the recommended curricula are reflected in the written curriculum and in the taught curriculum as well (Coranes, 1995).

The gradual shift from 20th century practices to the coming millennium does not only mean change in equipment and textbooks, but more importantly on the fundamental changes in curriculum and instruction (Paglilawan, 1999), which provides wider flexibility of teachers to decide what matters of interest that jibe curriculum and instruction. Thus, instructional materials like books need imperative revision. Curriculum change according to Oliva (2001) in Pogoy (2005) is inevitable and desirable. They said that continuous examination, evaluation, and improvement of the curriculum are of vital importance. They added that changes in learning environment clearly influenced curriculum development.

Methods And Materials
Research Design

Qualitative research was primarily used in this study with grounded theory, content analysis, descriptions, and narratives from verbal testimonies as primary methodologies with the use of simple percentages and ranks. In order to ascertain the author's self-efficacy as his voice of experience, a grounded theory was utilized.   The characteristics of a grounded theory, as outlined by Strauss and Corbin (1998) and Younghusband (2005) are the ability to: (1) step back and critically analyze situations; (2) recognize the tendency toward bias; (3) think abstractly; (4) be flexible and open to helpful criticisms; (5) sensitivity to the words and actions of respondents; (6) a sense of absorption and devotion to the work process. The author's accomplishments reflected in his curriculum vitae were re-clustered according to Bandura's self-efficacy judgments in order to describe behaviorally his teaching performance within the past twenty years of his teaching career.

The students' written evaluations were clustered and tabulated for easy interpretation The results of students' evaluation of his performance were also clustered into personal and professional qualities as strengths, weaknesses, and comments in order to generate the entire view of his entire performance accomplishment. Paragraph descriptions are substantiated from the categories reflected in tabular presentations. In order to complete the physiological and emotional states as one of the four self-efficacy judgments, results of his online basic psychological test was also interpreted and carefully analyzed.

To generate data on the effectiveness of book revision, pertinent documents, and manuscripts of the three edition books were retrieved such as the school's vision-mission, goals, and objectives, timeline of vicarious experiences of the writer from his teachers and colleagues, professional accomplishments in terms of the four university functions.   Important documents like CMO 30 Series of 2004, DepEd's NCBTS domains, and the

LET competencies from the PRC were perused and marked out as competencies of the professional teachers. These competencies found in these three sets of document are matched with the contents found in the units and chapters in tabular presentations. The matrix has three columns appropriate for the three titles under study. Each rationale of the three revised books was also listed. Units of work in various chapters were also listed and analyzed as basis for synchronization.

Results And Discussion
Aspects of Curriculum Revision

Table 1a (The Cascading Purpose of the School based on Four Functions)

The School's Mandate			
Instruction	**Research**	**Production**	**Extension**
The CNU administration mandated every academic department to conduct a regular curriculum review on different programs in order to update new trends for students' benefit.	The CNU administration provided budgetary allocation for research projects conducted by the faculty in order to discover new knowledge for the improvement of instruction and in helping build a strong nation.	The faculty members are encouraged to package their research outputs into learning modules and textbooks. The rest of these outputs are published in reputable journals for wider dissemination.	A sizable amount of funding is granted to relevant extension projects of the university. Techno-packs or learning modules for community and entrepreneurial life skills are designed in order to facilitate learning transfer.

Table 1a showed the support of the administration for curriculum transformation. This meant that whatever decision toward curriculum realignment, like this study was made was in line with the school's mandate. The decision to create or to revise a curriculum was anchored on the four functions of the university. The professor's self-efficacy was enthralled by this legitimate mandate.

Table 1b (Educational Experiences Related on 4 University Functions)

Instruction			Research			Production			Extension		
Indicators	F	%	Indicators	F	%	Indicators	F	%	Indicators	F	%
Personal	27	28.42	Articles Written	11	52.38	Articles Written	11	52.38	Regional Consultancies	7	18.92
Professional	68	71.58	Book Written	10	47.62	Book Written	10	47.62	Local Consultancies	30	81.08
Total	95	100	Total	21	100	Total	21	100	Total	37	100
Rank	1st		Rank	3rd	Rank	3rd 1	Rank	1st 1	Rank	2nd	

The highest level of professionalism of the writer was a determinant factor that provided an important connection to consultancies needed by the community. Production is dependent on research outputs. The mandate of the school and the educational experiences of the writer were closely matched and found to be significantly related. This meant that the VMGO of the university revealed to every stakeholder has propelled excellence in curriculum developing and revising.

Table 1c (Organization of Experiences)

Organization of Experiences from 22 Significant-others that shaped the Writer's Teaching Efficacy					
Indicators	Grade School Teachers	High School Teachers	Under-graduate Professors	Colleagues	Graduate School Professors	Post Graduate Professors
F	2	2	6	6	4	2
%	9.09	9.09	27.27	27.27	18.18	9.09
Rank	3rd	3rd	1st	1st	2nd	3rd
Category	Formal	Formal	Formal	Informal	Formal	Formal

The writer's skills in writing were implanted during the crucial years of basic education. These skills were utilized in writing curriculum, like making: lessons plans, test questions, and instructional materials through formal training in the undergraduate years with experienced professors. But, as the ladder of academic profession rose significantly, through graduate and post-graduate programs, a significant increase showed remarkable competence in writing and revising a curriculum like modules and textbooks as a test of self-efficacy.

Table 1d (Evaluation of Experiences Culled from Students' Evaluation)

Professional Qualities		
Indicators	Frequency	Rank
1. Understanding and appreciation of the teaching profession	18	1st
2. Understanding the learner	18	1st
3. Skill in the use of teaching pedagogies	17	2nd
4. Mastery of subject matter	9	3rd
5. General understanding of other branches of knowledge	3	4th
6. Assessment of students' learning	3	4th

Table 1d showed one of the highest sets of indicators of the professional qualities of the writer based on students' evaluation. These indicators matched the dialectical and humanistic approaches indicative of the highest average ratings of the three revised books were found consistent.

Table 1c (Author's Psychological Test Result)

Personality Types	Percentage	Personality Types	Percentage
Introverted (I)	68.97%	Extroverted (E)	31.03%
Intuitive (N)	54.05%	Sensing (S)	45.95%
Thinking (T)	51.22%	Feeling (F)	48.78%
Perceiving (P)	52.38%	Judging (J)	47.62%

Test taken last November 3, 2012

Emotional States of Mind include the psychological and behavioral attributes of an individual in order to respond different challenges. Based on the Jung's psychological test, Table 1c showed the writer's test result. The writer's personality type is definitely "INTP". This meant he avoided the presence of people. He is productive in whatever undertaking when he is alone. His sense of intuition can be very strong and can predict possible circumstances of an organization's future based on perceptions of present realities. Jung's verbal interpretation of "INTP" showed "that his thinking ability becomes very strong when isolated. "INTP" personality is metaphorically dubbed as an "architect" because of his greatest precision in thought and language and can readily discern contradictions and inconsistencies.

Rationale in Writing a Textbook in Aesthetic Teaching

The reasons in writing this book were categorized into three themes. *Personal regard* ranged from the writer's motivation, ranking, salary increase and additional income that had economic value for the writer. *Professional stewardship* comprised scholarship and striving for quality and excellence in the profession. The needs of teachers in the field and the success in LET exams by graduates constituted as the writer's *social responsibility*.

Factors Attributed with Series of Revisions

There were three mandated factors found in the revision. CHED Competencies are required in Teacher Education Curriculum in order to *provide solid foundation of being a teacher*. PRC/LET competencies *cement the professionalism of teaching*, while, the NCBTS domains *nurture the praxis of becoming a better teacher*.

Table 2 (Unit and Chapter Deletion, Retention, Revision, and Inclusion)

Summary	Book 1	%	Book 2	%	Book 3	%	Total	%
No. of Units	6	27.27	4	19.05	5	15.62	15	20
No. of Chapters	16	72.72	17	80.95	27	84.38	60	80
Retained without	8	36.36	2	9.52	4	12.50	14	18.66

Revision							
Retained with Revision	10	45.45	18	85.71	13	40.63	41	54.66
Deleted	4	18.18	0	0	0	0	4	5.33
Added	0	0	1	4.76	15	46.87	16	21.33
Total Units and chapters	22	100	21	100	32	100	75	100

The contents of the 3 revised books showed the apparent need for revision with an increasing trend brought by the following factors such as: the mandate of CHED, DepEd, PRC, the suggestions from other stakeholders, and the realignment of philosophical theories with corresponding methods and exemplars selected. The evidence of the additional units and chapters including the revisions of the retained units and chapters in Book 3 also indicated the effective use of both formal and informal aspects of curriculum revision.

Table 3 (Categorization of Teaching Approaches on the 12 Educational Theories)

EDUCATIONAL THEORIES								
Aspects of "Aesthetic Teaching"	Classical/Behavioral Approaches of Teaching			Dialectical Teaching Approaches			Participatory/Humanistic Approaches of Teaching		
Book in 3 Editions	Book 1	Book 2	Book 3	Book 1	Book 2	Book 3	Book 1	Book 2	Book 3
Chapters	7, 14, 15	5, 8, 9, 15	10,14, 15, 23	6, 8,16	4, 6, 7, 10, 15, 16	11, 12, 13, 16, 22, 24, 25	9,10, 11,12, 13	11, 12, 13, 14,	17,18, 19,20, 21
Total	3	4	4	3	6	7	5	4	6
Percentage	27.27	28.57	23.53	27.27	42.86	41,18	45.45	28,57	35.29
Total Average %	26.46			37.10			36.44		

In terms of curriculum approaches, Book 1 showed more emphasis on learner-centered instruction. Book 2 and Book 3 were more dialectical with emphasis on both teacher-centered and learner-centered instruction. The comparable average percentage of the humanistic and dialectical approaches of instruction showed the initial transition from the traditional classroom teaching. The *classical approaches* to teaching are anchored on teacher-centered teaching performance imbued with the philosophies of idealism (perennialism and essentialism) and realism (behaviorism and positivism). In these philosophies, learning is associated with overt behavioral manifestations or deep abstraction of realities and contexts geared towards

the development of conviction for truth. The ***participatory approaches*** to teaching are anchored on learner-facilitated performance imbued with the philosophies of pragmatism (reconstructionism and progressivism) and existentialism (humanism and constructivism). In these philosophies, learning is associated with the construction of meanings from previous experiences or transformation for practical reasons geared toward the development of conviction for truth. A blending of these approaches creates the third approach known as ***dialectical approaches***.

Common Methods Seen Among the Three Edited Book

The teacher's expertise is valued with dignity and a high sense of emulation for modeling in the following time-tested-methods: lecture, expository, direct instruction, deductive, and unit. The dialectical approach of teaching is highly valued in a give-and-take process in the following methods: discussion, reporting, lecture-discussion, discussion-lecture, demonstration, laboratory, and problem. Majority of the methods found were under the humanistic approach such as indirect instruction, inductive, inductive-deductive, deductive-inductive, activity, type study, cooperative learning and constructivist teaching strategies.

Success Stories
"I passed the LET because of the two books of Dr. Inocian. Different strategies of teaching are explicitly provided with sample lesson plans".

From Tina (pen-name)

"I did not take the review sessions for the LET; I just studied Dr. Inocian's two books".

From Alex (pen-name of a DPE student)

Almost all the theories, principles, and concepts of Principles of Teaching came out last September LET and these are from the book of Dr. Inocian.

From Cherry (pen-name of a DPE student)

"I like the latest edition because it is updated and comprehensive. The teachers in the field have nothing to worry about. They are in good hands."

From Ben (pen-name)

"The book is a good reference for their teaching career".

From Grace and Rose (Pen names)

"It is an amazing book. It lessens my stress because the organization and exemplification of contents are almost perfect".

From Rita (pen-name of Prof. Ed. Professor)

Discussion
1. The decision to revise a curriculum is mandated by the school's purpose. The teacher's personality, experiences, and students' evaluation warranted self-efficacy to curriculum development

2. The reasons in writing textbook in Aesthetic Teaching are dependent with the writer's personal regard, professional stewardship, and social responsibility.

3. Revising a curriculum follows the mandated standards of CHED, DepEd, and PRC to ensure quality instruction.

4. Curriculum realignment also follows the clients' needs and the writer's philosophical theories.

5. The revised textbook showed a balance presentation in terms of Johnson's classical, participatory, and dialectical models.

6. The dialectical and participatory methods were commonly seen among the three books compared with the use of classical methods.

7. The constant revision of the book in Aesthetic Teaching contributed more success stories to clients.

Conclusion

Based on the results of the study, it is hereby concluded that any action initiated by a curriculum developer is propelled by the mandate of the school, writer's personality and experiences with others, clients' needs and feedbacks, trends and curricular standards, and philosophical frameworks determine self-efficacy in whatever curriculum decision undertaken. The revised books had contributed to a non-stressful learning environment as a threshold for students' academic freedom that enhanced career performance. There was a reduction of time and effort for teachers to look for references that provide variety of teaching strategies needed in the workplace.

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