An Exploration into the Effective Beginning of the Classes at University Level

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Abstract

The initial moments of a university class play a crucial role in setting the tone for student engagement, participation, and learning outcomes. A well-structured beginning not only facilitates a smooth transition into the lesson but also stimulates intellectual curiosity, encourages interaction, and establishes the framework for the session's progression. While extensive research has been conducted on classroom openings at the primary level, there remains a significant gap in exploring effective strategies at the university level, particularly in Pakistan. This study aims to address this gap by examining classroom openings in selected universities in Islamabad, Pakistan. Employing Gossling's Development Model of Peer Observation alongside Social Learning Theory and the Humanistic Approach, this research identifies key strategies that contribute to effective class beginnings. The findings highlight five major strategies: (i) Greetings, (ii) Personal Interaction, (iii) Human Contact Activities, (iv) Review, and (v) Preview. The study concludes that incorporating human contact activities—such as greetings and personal interactions—along with structured warm-up techniques like reviewing previous content and previewing upcoming topics, significantly enhances student engagement, comfort, and responsiveness. These strategies foster a positive learning environment, improve class participation, and contribute to overall academic effectiveness. The research underscores the importance of implementing intentional and structured openings in university-level classrooms to optimize the learning experience.

Keywords:

Effectiveness, Human Contact, Beginning Strategies, Gossling's Development, Social Learning theory, Humanistic Approach theory.

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Introduction:

The beginning of the classes carries importance. Classroom beginnings usually predict what has happened previously or connect it what has to come. Classroom beginnings play an important role in building the classroom order because despite their familiarity as being ordinary and typical, each beginning is an initial interactional achievement, demonstrating how the participants in the classrooms establish their institutional identities (Icbay, 2022). Classrooms are the integral part of all the academic degrees including MS English Language and Literature. English language is the mode of communication in classes that's why it is directly related to this study. A lesson's beginning can be used to establish the teacher's authority or to give the students more insight into it. The beginning of the lesson offers the chance to arouse student's curiosity, encourage their participation, introduce the lesson's subject matter, and set up the structure of the lesson's subsequent work. (Kennett, 2020). No matter how long an interval is, the beginning of the lesson/classroom matters. Any teacher who has carefully planned out the beginning of the classroom, the lesson will be more effective. The ability to establish certain kind of human contact, before the beginning of professional contact is a sign of good teacher (Howard et al., n.d.). A class with a good beginning tends to turn the whole class effective. A strong beginning helps to establish the course's purpose, learning objectives, and overall structure. (Doyle, 2006). Depending on the classroom, at university level there is differences in how and in what way these opportunities are used. An influential beginning assists to establish the course's purpose, learning objectives, and overall structure. An extensive research conducted on opening of the classes at primary level however the area remains less explored for university level classes in Pakistan. To fill the gap and to explore the effective starting of the class at university level this research study aims to focus on selected universities of Islamabad, Pakistan. This chapter will provide an introduction to the study by first discussing the background and context, followed by the research problem, research aims, objectives and questions, the significance and finally, the limitations.

Statement of the Problem:

Ineffective beginning of classes can negatively impact the effectiveness of the class. Class's beginning can be used to set the tone of the class. There is an extensive research on the effective beginning of the class at primary level but the area remains less explored at the university level in Pakistan. This research thereby aims to explore and identify the activities that are effective for class beginnings.

Research Aim:

This research aims to explore and identify the activities that are effective for class beginnings.

Research Gap:

Openings or beginnings are significant in academia. The start of the class is of main concern of researches conducted on academia. An effective beginning is necessary to deliver in a successful way. Although many researchers focused on effective beginning at initial levels or school levels but this area

is not yet explored in Pakistan at university level. This research study aims to explore the effective beginning of the class at university level in Islamabad, Pakistan.

Research Objectives

- To locate the effective beginning strategies of a classes at MS level.
- To explore the preference of the students out of the located effective class beginnings.

Research Questions

- What are the effective beginning strategies of a classes at MS level?
- What is the preference of the students out of the located effective class beginnings?

Purpose of Study/Justification/Significance of the Research:

The finding of the study can help educators create a positive learning environment that promotes student engagement, understanding, and success throughout the semester. It can help to uncover strategies to enhance student engagement, learning outcomes and overall academic success. Additionally, the findings can help the policy makers to officially devise such policies that focus on the effective beginnings of the classes and similarly the findings can help generate course outlines that incorporate necessitation of the effective beginnings of the lessons in black and white. Training sessions can be generated in the light of these findings for the teachers at university level so that the findings can play a practical role in improvement of the class atmosphere. Moreover, it can improve teaching practices and can provide evidence-based strategies for instructors to implement in their classrooms. It can also contribute to the development of professional development programs and workshops for university faculty. Findings from this study can inform the design of curricula and teaching methods to ensure a cohesive and engaging learning experience.

Scope and Limitation:

The current research has some limitations as it is only related to one university of Islamabad, Pakistan. The seven disciplines including; Humanities, Management Sciences, Chemistry, Physics, Mathematics, Electrical Engineering and Computer Science at COMSATS University Islamabad had fulfilled the selection criteria regarding classroom observation. Due to time constraints the researcher took the data from only one university. Therefore, the findings of this research is limited. The researchers explored five major strategies which can enhance the effectiveness in the beginning of the classes. These were; (i) Greetings, (ii) Personal interaction, (iii) Human Contact activities, (iv) Review, (v) Preview.

Organization of the study:

The study is organized into five chapters. Chapter I provides an introduction to the research topic, outlines the research questions and objectives, discusses the significance of the study, and presents the scope and limitations. Chapter II includes a documented review of the literature related to the study. Chapter III contains a brief description of the research design, research methodology, data collection method, data analysis procedure, and participants of the study. Chapter IV includes the

analysis of the collected data using Gossling's development model of peer observation by applying Albert Bandura's Social learning theory and theoretical Humanistic approaches theory of Abraham Maslow, Carl Rogers, and James F. T. Bugental. Chapter V provides the conclusion on the basis of revealed findings. It also suggests recommendations and the relative insights for the upcoming researchers and scholars in the field of linguistics and classroom discourse.

LITERATURE REVIEW:

Aung and Tepsuriwong (2017) described The initial part of a lesson framework is called the lesson opening. Teachers typically begin interacting with students during the first three to fifteen minutes of the lesson, which also marks the start of the first significant activity. It is important to the lesson because it can decide whether or not learning will take place. The purpose of this study is to examine how English teachers start their classes and to talk about the justifications for their opening statements. Interviews were conducted after the analysis of video recordings of five English teachers instructing undergraduate students in a natural environment. The results showed that these teachers used different kinds and sequences of lesson-opening activities. The primary guiding principles appeared to be creating an affective and cognitive framework and carrying out the necessary institutional roles. The lesson's opening or beginning is an important part of the lesson. It appears to be the point at which the teacher may determine whether the students will participate in the session or not. This point can have an impact on the remainder of the class if something goes wrong (Scrivener, 2012). Thus, it's critical to draw kids and foster their interest in learning when instruction first started (Turkey, 1975). Lindsay (2006) states that in the beginning, educators should inform students of the lesson's objectives, how the connections between the lessons and the tasks they will be performing. Due to a number of factors that could compromise the main lesson, the beginning of the lesson is an unstable time of transition. For instance, pupils arriving from another class or from elsewhere outside the school. (Watson Todd, 1997 cites Arendes, 1989). As a result, the initial few minutes provide the pupils time to get used to the classroom. By establishing a particular atmosphere in the classroom, the introduction sets the tone for the entire session. Todd (1997). Throughout the class, it improves the student's learning. Therefore, it can be assumed that the methods used to start the lectures are crucial for grabbing students' interest and participation, providing background information, energizing them, and creating the right environment. McGrath, Davies, and Mulphin (1992) came to the conclusion that in order to create a productive learning environment, teachers should place a lot of emphasis on the start of the class. In contrast to cognitive considerations, which involve getting the students ready for the lesson and offering a pertinent framework, these strategies include motivating, involving, and boosting students' confidence. According to Werth (1985) in his research work "Predicting Student Performance In A Beginning Computer Science" examines the beginning strategies used in Computer Science class. The goal of the study was to emerge a "successful computer science student" model in order to enhance instruction and to determine the variables that predict success in a first-year computer science course. 58 pupils from three parts of a course offered in the spring of 1985 made up the sample. Age, gender, educational

background, work schedule, and results of cognitive and personality tests were among the information gathered. The amount of math classes taken in high school and prior college grades were found to have a substantial relationship with course grades. Furthermore, there was a correlation found between success and cognitive development indicators, such as the Group Embedded Figures Test and Piagetian stages. The Myers-Briggs test revealed that computer science was more introverted, perceptive, and thinking-oriented than the engineering students, similar to characteristics of chess players, even if personality type did not correspond with grades. According to "Richard and Lockhart (1994), lessons have a recognizable structure". They proceed through a series of teaching and learning activities, begin in a particular way and reach a conclusion. The way lessons are organized or classes are structured into sequence is termed as "Structuring "and there are four dimensions: Opening, Sequencing, Pacing and Closure. The opening consists of the procedure the teacher uses to focus the students' attention on the learning aim of the lesson. The sequencing means the sequence of the activities used to attain the goals of a lesson. The pacing is the extent to which a lesson maintains its momentum and communicates a sense of development. In other words, it is concerned with the time allocated to each sub-activity. The closing is bringing a lesson to a close effectively and refers to (1) the concluding parts of a lesson which serve to reinforce what has been learned in a lesson, (2) the integration and the review of the content of a lesson and (3) the preparation of the students for further learning. Alvir (1975) examines the crucial significance that certain five-minute intervals have optimizing teaching efficacy in his study paper, "The Most Important Five Minutes in Any Lesson (or Workshop)." In order to maintain clarity and attention in their delivery, he highlights the importance of meticulous planning and recommends that teachers select the most important material for these intervals. Teachers can assess students' preparedness and modify their lesson plan by allowing free-form conversation to take up the first five minutes. Using qualitative technique and emphasizing observational insights and experiential knowledge to drive his arguments and recommendations, he also emphasizes the significance. of the last five minutes in summarizing important themes and establishing expectations for future learning. He recommends that educators take advantage of the first warm-up time to interact with open-minded pupils, which can promote deeper understanding in the classroom. Finally, he makes the case that instructors should stay accessible for at least five minutes following a class to answer questions and engage in further discussion, which will help students succeed and reinforce what they have learned. Overall, the information in this article emphasizes the significance of deliberate planning, smart time management, and student engagement, and post-lesson reflection, aligning with contemporary pedagogical theories emphasizing active learning and positive teacher-student relationships. According to (Doyle, 2006, p.100) lesson beginnings are an example of transitional periods in classroom. Classroom ecologist defined transitions as one of those structure or form that made the classroom environment, process and events. Overall school day is typically divided into many lessons and classes separated by recess. Ecologist defined concept of activity as a basic unit of the classroom. Activities structure involve small groups, recitation, seatwork and teacher presentation (Doyle, 2006, p.101). while the school day consists

of different time segment but one segment is used for the effective learning, and it depends upon the allocated, engaged and productive time (Walberg, Niemiec, and Frederick, 1994). Allocated time is the special time assigned to learning, engaged time means time on task and productive time is the time in which effective learning is taking place. According to Saloviita (2016) that while lesson starts and other transitional moments are necessary to go from one task to the next, they also detract from the amount of time that could be spent learning. The current study aimed to explore possible disruptions by repeating a previous pilot study on lesson begins. A total of 79 preservice teachers examined 130 lesson starts in Finnish basic education in grades 1–9 through systematic observation. The results were in line with a previous pilot study that discovered that session starts were orderly and that teachers typically used effective techniques to manage interruptions. Still, classes started five minutes behind schedule on average. Evaluations showed that male teachers kept their classrooms more organized than female ones. Minor effects were detected based on the gender of the learner and the hour of class. No relationship was found between the number of students, grade level, or presence of a teaching assistant with interruptions in the classroom. An extensive research conducted on opening of the classes at primary level however the area remains less explored for university level classes in Pakistan. To fill the gap and to explore the effective starting of the class at university level this research study aims to focus on selected universities of Islamabad, Pakistan.

METHODOLOGY:

Research Design:

This paper presents an observational analysis of effectiveness of the classroom beginning and role of human contact at university level. To comprehensively explore the effective beginning of the classes at university level, the researcher conducted a qualitative method. Direct observation and interviews is used in the study. This chapter elaborates the sampling technique, data collection, and analysis procedure of the classroom beginnings, theoretical perspective, and theoretical framework.

Population:

The population of interest for this paper comprised of universities of Pakistan.

Sample:

For collection of qualitative data, a sample of seven disciplines of COMSATS University Islamabad was selected. A convenient sampling technique was used. The sample comprised of MS classes of seven departments including; Humanities, Bio Science, Chemistry, Physics, Mathematics, Electrical Engineering and Computer Science, at COMSATS University Islamabad.

Data Collection

The subject of this study was all the classes of graduate level at COMSATS University Islamabad. Two types of data were collected; primary data was collected from the observations, surveys, and interviews from the graduate students of COMSATS University Islamabad, Pakistan. Observation was conducted using a structured observation checklist to record class beginning strategies and human

contact interactions. Semi structured interview guides was used during interviews to explore participant's viewpoints and experience. And further surveys were designed to gather quantitative data on the effectiveness of class beginnings and perceptions of human contact. And Secondary data was sourced from previous studies, academic literature, and relevant documents.

Method of Analysis:

The data analysis of this research is a qualitative method to examine the effective beginning of the classes and the role of human contact at the university level. The study is based on the observational analysis of collected data. The audio recording was used to collect the data about what really happened in the class. To put it another way, the goal of the audio recording was to see how teachers actually conducted themselves and began the teachings at the start of class. Their justifications or objectives for the opening strategies employed were clarified through the semi-structured interview. The data analysis follows the Gossling's Development model of peer observation which is divided into four stages: initiation, development, maturity and transformation. The first stage involved collecting primary data through observations, surveys, and interviews to identify common beginning strategies and the role of human contact. The second stage involved analyzing the collected data to identify effective strategies and areas for improvement. Here, the research will explore the most effective beginning strategies at MS levels and examine the significance of human contact in class beginnings. The third stage involved the deeper analysis of the data to understand the factors that contribute to the effectiveness of class beginnings. And the fourth stage involved recommendations and strategies to enhance the effectiveness of class beginnings at university level in Islamabad, Pakistan.

Analytical Framework

The analytical framework for this study is based on Gossling's Development Model of Peer Observation, (Gosling, 2002) which consists of four stages: initiation, development, maturity, and transformation. In the initiation stage, the research will focus on understanding the current state of class beginnings. This involved collecting primary data through observations, surveys, and interviews to identify common beginning strategies and the role of human contact. The development stage will involve analyzing the collected data to identify effective strategies and areas for improvement. Here, the research will explore the most effective beginning strategies at MS levels and examine the significance of human contact in class beginnings. Moving to the maturity stage, the research will refine and validate the identified strategies through further observations, interviews, and surveys with the participants. Finally, in the transformation stage, the research findings will be used to develop recommendations and strategies to enhance the effectiveness of class beginnings at university level in Islamabad, Pakistan

Theoretical Framework:

This research uses the Social Learning Theory by Albert Bandura (1977) and Humanistic approaches theory by Abraham Maslow (1900) as the theoretical framework to explore into the effective beginning of classes at university level. The core idea of these theories is that people learn from others,

and students learn by observing the behaviors, attitudes, and outcomes of their teachers, that impact the effectiveness of the academic environment. It also helps to understand how the people and environment shape the behavior of the other people. It helps to explain how individuals develop new skills and behaviors by paying attention to the behavior of others and then trying to reproduce that behavior themselves. In the classroom environment students learn from the behavior of teacher. So it is very necessary that classroom environment should be effective.

Data Analysis Procedure:

Data analysis is an organized procedure of breaking data into noteworthy and convenient components that can be fragmented in phases (Biklen & Bogdan, 2007). Data were categorized to highlight the relationship, patterns, themes and classifications within the data collected to answer the research questions posted for this study (Cohen, et al., 2007). The researcher used Bandura (2020) and Maslow's (2019) thematic analysis to analyze the collected data. Bandura (2020) and Maslow's (2019) emphasized that individual's learn by observing others specifically through others behaviors and modelling their actions. In the environment of the classroom students learn from the behavior of their teachers which do impact the effectiveness of the learning outcomes. Teachers can serve as role models for their students by modeling good behavior and providing justification for it in order to promote a healthy learning environment. The researcher in the study identified the beginning strategies used in the class and those strategies which plays an important role in the effectiveness of the class beginning; Factors that are effecting the effectiveness of the class and the role of human contact activities.

Observational data 1:

To explore the effectiveness in classroom the data collection started. The initial data collected through observation. Researcher attended the classes and took the data by audio recording and observing the teacher and students. The main focus of researcher was at the beginning of the classes. First of all, the collection of data started from Humanities department which included MS classes of English Language and Literature. There were 2 semesters in MS English. Each Semester contain two sections. The number of students in both semesters were 150, and the total no of teachers were ten. The researcher took all the classes of MS English Language and Literature for almost one hour in order to collect the data. The researcher attentively observed the teachers and students in order to see that which beginning strategy of the teacher effect the students in a positive manner. Moreover, the researcher observed the comfort level of the students and their activeness in the class. The observation data showed that when the teachers used activities like reviewing and previewing the previous lesson, and questioning: the comfort level of the students was low. And when the teacher has started the lesson by using activities like greeting, personal interactions, 'self-introduction activity' the comfort level of the class and students was high. Overall the classroom environment was positive. Moreover, the student engagement was active and somehow a little bit passive in some classes. In Research Methodology

class teacher came and started the class with an activity of data collection. The students were in contact with the teacher as well as with other class fellows. So, the class was quite engaging and active. This human contact activity enhanced the productivity of the class. Students were very comfortable and active throughout the class. In Literature class teacher started the class through personal interaction by telling the story from her own life and giving examples from her life. This thing made the class more interesting and engaging. Every student in the class were very active. These types of classes were most engaging, active and interactive. When the teacher used activities like greeting, personal interactions, 'self-introduction activity', the students took more interest in the class, because beginning was effective and it also created friendly and relaxed atmosphere, get everyone involved and raise confidence of the students. The researcher took interviews from all the students of MS English. The result of the interviews was 90% of the students said that they feel comfortable and relax when the teachers started the class with activities: personal interactions, greeting and human contact activities. According to the students these activities facilitate open communication, empower students to share ideas and ask questions, and create a sense of comfort and belonging. It plays an important role in creating an engaging, effective, and positive learning environment. This incorporates personalized greetings, icebreakers, small-group discussions, and interactive previews/reviews. In the suggestion, students were of the opinion that more and more human contact activities should be added at the beginning of the class so that the whole class becomes effective.

Observation data 2:

In order to explore the effective beginning of the classes at university level the researcher next examined the classes of Physics department. The researcher took the data from Physics department, which included MS classes of Physics. There were two semester of MS Physics and the total students in both semesters were 85. Total no of teachers in this department were 18. The classes were observed by the researcher and data was collected in the form of audio recording and some key points. By applying Gosling's Development Model, this research provides valuable insights into the current state of class beginnings in the Physics department. The findings contribute to a more effective and engaging learning environment for students. Based on the data collected, in the initiation stage the class beginnings in the Physics department is characterized by: Teachers used a variety of activities to start their lessons, including greeting, projector display, reviewing, previewing, informal talk, announcements, lead-in, and reading. Greeting is the most common strategy, and then projector display, reviewing, and previewing. Despite its importance, lead-in is used in only four out of Eighteen classes. In the development stage effective beginning strategies and the human contact activities was used to enhance the effectiveness of the classes. In the physics department, there was also the lab classes. When there was a lab classes students and teachers directly went to the lab, teacher started the lab class with greeting and then asked students to start their lab work and they all started experiments. Lab classes were more productive because students do their work by themselves. And moreover, the lab classes are practical that's why students took more interest. To validate the observational data, the researcher took

interviews from the students. Interviews were based on the questions related to classroom beginning activities. The researcher took interviews from all the students of MS Physics. The result of the interviews was 80% of the students said that they feel comfortable and relax when the teachers started the class with activities: personal interactions, greeting and human contact. Students value engagement, attentiveness, and clarity. This suggests that beginning classes with greetings and personal interaction has a significant positive impact. It promotes engagement and motivation, encourages participation and open communication and creates a relaxed atmosphere.

Observation data 3:

Beginning or Opening should be carefully considered from its important functions as a class before the main lesson (Salem, 2005). To explore the effective beginning of the classes the next observed department was; the Computer Science department. The researcher attended all the classes of Computer Science and observed the classroom beginnings. It was comprised of two semesters and the total students were 150. A total of 14 faculty members were teaching at MS level. The initial data was collected through observation as researcher has attended all the classes. And then to validate the observation data, interviews were taken from the students. It was observed that in the Computer Science classes the greeting was the most used activity as in humanities and Physics classes. The analysis of the data was based on Gosling's development model of peer observation. Initially the classes were observed and recorded. It was observed that how the instructors or teachers started the class. 80% of the teachers started the class with greeting and informal conversation. Later on they gave a brief overview of the topic with relevant examples from the surrounding and then started the main topic. These classes were engaging and the comfort level of the students was quite high in these classes. The rest of the teachers directly jumped into the main topic of their classes. They neither greeted the students nor they gave a brief overview of the topic rather they jumped into the topic. It was observed that the former classes were interactive and students were taking interest in the lesson but the later ones were less engaging and boring. The comfort level of students in these classes was very low. This argument or claim was later supported by the interviews conducted in Computer Science department. Next to the observation, another tool for data collection was conducting interviews of the students. Interviews were conducted to support the data collected from the observation. About 15 interviews were conducted from the students and were asked general questions about all the classes such as which class was interactive and engaging and which strategies (in their point of view) make the class interactive. The students reported that the class was engaging and effective. When they were asked about the reason they highlighted that the interaction made the class effective. The students were of the view that if students are taught in such a way that they are not distanced like an inferior group but they should be involved in the discussion and interaction. This thing makes the class engaging and effective. The Computer Science classes were not like giving lectures but they were like discussion and interaction that is why it was observed that the classes were engaging effective and interactive. Students were taking interest in the lesson and were

taking part in the discussion. Students value engagement, attentiveness, and clarity. This suggests that beginning classes with greetings and personal interaction has a significant positive impact.

Observational data 4:

To explore the effective beginning of the classes the next department which was observed; the Management Sciences department. The researcher attended all the classes of Management Science and observed the classroom beginnings. It was comprised of two semesters and the total students were 150. The faculty members were 17 who were taking the MS classes. The initial data was collected through observation as researcher has attended all the classes. And then to validate the observation data, interviews were taken from the students. It was observed that all the teachers started class with greeting. Later they reviewed the previous lecture. Few of them asked the questions about previous topic. The ambiguities of previous lecture were solved in the starting few minutes of the class. One of the most important thing that was observed in this department was the level of interest of the students. As the classes started with greeting and clearing ambiguities so the interest level of the student was quite high in those classes. They seemed engaged and active. Most of the classes were based on business and managements so the classes were interactive as well. Every student was observed during the observation. The most notable thing was the class of a teacher who shared her personal experiences of business management with students. This was the most engaging and interactive class. she started the lecture with greeting and informal communication. Later she started with her own story and everyone in the class become attentive and listened to her actively. Teacher's experiences told in the form of stories are the lectures that are not needed to be written on registers but they are saved in the long-term memory. This subject was under discussion with interviewees as well and their responses supported the observation of the researcher. As Social learning theory says humans learn more from social behavior, interaction and experiences, so the lecture based on instructor's experiences can result in better understanding and it makes the class interactive and engaging. Students learned many things through the behavior of teachers specially those teachers who are in business. Students learned the business skills from teachers. Beginnings are important, if the lesson starts directly without any greeting or warm-up activity then it would divert the attention of students after few minutes. To make the class engaging and effective, it is important to make the start effective and interactive. It concluded from the interview data that students feel comfortable and relax when the teachers started the class with activities: personal interactions, greeting and human contact activities. The observations and interview data suggest that 90% of those fifteen minutes are spent in administrative, relationship-building or other pursuits. Greeting, in particular, was the most common non-instructional activity observed among all teachers during the first fifteen minutes. According to the students when the teacher started the class with non-instructional activities; greeting, personal interactions and human contact the class would be more effective. 90% students were agreeing with the use of non-instructional activities. While 10% of the students were agree with the instructional activities used in the class. Some students suggested that

human contact activities like personal interaction and daily routine should be added to the beginning of the classes. So that classes become effective.

Observational data 5:

To explore the effective beginning of the classes at MS level the researcher next took the classes of MS Chemistry. The researcher attended all the classes of Chemistry department and observed the classroom beginnings. It was comprised of two semesters and the total students were 150. The faculty members were 18 who were taking the MS classes. The initial data was collected through observation as researcher has attended all the classes. And then to validate the observation data, interviews were taken from the students. According the Gossling Model of Peer Observation, initially the data was collected through observation of classes. The MS classes of Chemistry were observed and recorded. It was observed that all the teachers started class with greeting. Later they reviewed the previous lecture. Few of them asked the questions about previous topic. The problems of previous lecture were solved in the starting few minutes of the class. While some teachers started the class by personal interaction. And some other teachers started the class by human contact activities. And some of them directly started the class by Reviewing. Overall observation result showed that those classes which have started by personal interaction, greeting and human contact activities the comfort level of student was 5 and the environment of the class was positive. While those classes which started directly by reviewing the previous lesson, students were less comfortable because students were not prepared for the question answer session. Student's engagement was active in classes. Students were active in greeting and personal interaction classes because they feel very comfortable and positive. They were learning through the behavior of their teachers. After observation of the classroom the researcher took the interviews from the students of those classes in order to authenticate and validate the results of observation data. The observation and interviews data showed that 90% students were of the opinion that classroom which starts through personal interactions, human contact activities and greetings has effective environment. Through interviews with students, the study found that personal interactions, such as greetings and human contact activities, significantly contribute to student comfort and engagement. Students were of the opinion that those classes which started by personal interaction and human contact activities have a positive effect on the classroom environment. All the students were active in the class and participating in every activity performing in the class.

Observational data 6:

In order to explore the effective beginning of classes at MS level the researcher took the data from MS Electrical Engineering. The researcher attended all the classes of Electrical Engineering and observed the classroom beginnings. It was comprised of two semesters and the total students were 145. The faculty members were 14 who were taking the MS classes. The initial data was collected through observation as researcher has attended all the classes. And then to validate the observation data, interviews were taken from the students. The Gossling's Development Model of Peer

Observation provides a framework for analyzing classroom practices. By examining the data, the patterns and trends in teacher behavior and student responses was noticed. The majority of teachers in the observation data began their classes with a greeting, indicating a positive initial interaction with students. This relates with the Gossling Model, which suggests that effective class beginnings can contribute to a positive and engaging learning environment. Additionally, many teachers used a projector to display information, suggesting a focus on visual aids to enhance learning. By analyzing the classroom observation data through the lens of the Gossling Development Model and Social Learning Theory, we can see the significant impact of teacher behavior on student engagement and learning. Teachers who prioritize positive interactions, create a welcoming environment, and model effective learning strategies can foster a more positive and productive classroom atmosphere. After observation of the classroom the researcher took the interviews from the students of those classes in order to authenticate and validate the results of observation data. The observation and interviews data showed that 90% students were of the opinion that classroom which starts through personal interactions, human contact activities and greetings has effective environment. According to the students' human contact activities, is as simple as greetings or brief conversations, and have a profound impact on students' emotional and cognitive connection to the learning process. Starting a class with personal interaction, teachers promote an atmosphere conducive to engagement, motivation, and participation. Students highlighted several key benefits of human contact activities, including establishing positive relationships, enhancement of motivation, and encouraging participation.

Observational data 7:

To explore the effective beginning of the classes the researcher next examined the classes of Mathematics department. The MS Mathematics classes were selected for observation. There were two semesters of MS, and the no of students were 85. The total no of faculty members of MS classes was 14. The researcher observed all the classes and took the data in the form of audio recording and some important key points. The data revealed that all the teachers started their classes by greeting and after greeting personal interaction was the common activity in the classes. From the observational data the results which were concluded; when the teachers started their class with greeting, personal interaction and human contact activity, the comfort level of the students were high and the classroom environment was also positive. Moreover, the students were more active in the personal interaction classes and less active in other classes. Next to the observation, another tool for data collection was conducting interviews of the students. Interviews were conducted to support the data collected from the observation. About 15 interviews were conducted from the students and were asked general questions about all the classes such as which class was interactive and engaging and which strategies (in their point of view) make the class interactive. These questions were answered accordingly. After observation of the classroom the researcher took the interviews from the students of those classes in order to authenticate and validate the results of observation data. The observation and interviews data showed that 90% students were of the opinion that classroom which starts through personal interactions, human

contact activities and greetings has effective environment. According to the students those classes which has started from human contact activities and personal interaction were felt extremely comfortable, positive, and engaged during the lessons, and that the teachers were highly responsive to their needs. While other classes are less engaging.

Findings:

This paper demonstrates that the beginning of a class plays a crucial role in shaping the classroom dynamic and influencing student engagement. Findings reveals the five major strategies which can enhance the effectiveness in the beginning of the classes. These were; (i) Greetings, (ii) Personal interaction, (iii) Human Contact activities, (iv) Review, (v) Preview. In response to question number one, it was revealed that human contact activities like; greetings, personal interaction and warm-up activities like reviewing and previewing are the most effective beginning strategies in the class. Findings achieved the first research objective by investigating the most effective beginning strategies. Findings showed that human contact activities; greeting and personal interaction of teacher with the students and warm-up activities like reviewing and previewing are the effective strategies used in the class which made the whole class effective. Findings support the answer for the first research question and achieved the first objective of the present research by exploring the most effective beginning strategies used in the class at university level. The second research question was: What is the preference of the students out of the located effective class beginnings? The second research objective was to explore the preference of the students out of the located effective class beginnings which was achieved by investigating the most effective human contact activities used in the class which enhanced the effectiveness of the class. In response to research question number two, it was found that the preference of the students for the most effective class beginning activities out of all the located effective beginnings activities are human contact activities like; greetings, and personal interactions. According to the students these human contact activities create a supportive and engaging learning environment in the class. These activities enable students to establish a personal connection with teachers, creating a sense of ease, belonging and empathy. Students are of the opinion that these human contact activities also encourage them to participate, share ideas, and engage with the lesson in an intimate space. Greeting and personal interaction emerged as the most effective class beginning activities, which created a supportive and engaging learning environment. These activities enable teachers to establish a personal connection with students, creating a sense of ease and creating a sense of belonging. By acknowledging students individually, teachers demonstrate respect, empathy, and interest in their well-being. This, in turn, encourages students to participate, share ideas, and engage with the lesson. The study underscores the importance of incorporating meaningful human contact activities, such as personalized greetings, open-ended questions, and non-verbal cues, to create a positive and inclusive classroom atmosphere. Furthermore, personal interactions of teachers facilitate stronger teacher-student relationships, enabling teachers to better understand individual students' needs, interests, and learning styles. As a result, teachers can make their instruction to meet these unique requirements, which is a more inclusive and

effective learning environment. Findings revealed that Human contact activities like greetings, personal interaction and warm-up activities like reviewing and previewing are the most effective beginning strategies in the class at university level. It has shown that human contact activities, such as greetings and personal interaction, are essential in establishing a positive and inclusive learning environment. These activities facilitate meaningful connections between teachers and students, providing a sense of belonging and encouraging active participation. Warm-up activities, including reviewing and previewing, have also been identified as highly effective beginning strategies at the university level. Reviewing previous material helps students reinforce existing knowledge, clarify doubts, and connect new information to prior learning. Previewing, on the other hand, provides a roadmap for the upcoming lesson, enabling students to focus their attention and mentally prepare for the material ahead. These activities facilitate smooth transitions, and promote student engagement.

Conclusion:

This paper aimed to explore the effective beginning of the classes at MS Level. The researcher picked up the observational analysis of seven disciplines of COMSATS University Islamabad including; Humanities, Management Sciences, Chemistry, Physics, Mathematics, Electrical Engineering and Computer Science. These seven disciplines were selected to answer the two research questions. Gossling's development model of peer observation was used for the study whereby the textual part of the analysis was carried out through Social Learning theory by Bandura and Humanistic Approach theory by Maslow. Answering research question number one it was revealed that human contact activities like; greetings, personal interaction and warm-up activities like reviewing and previewing are the most effective beginning strategies in the class. Findings achieved the first research objective by investigating the most effective beginning strategies. Findings showed that human contact activities; greeting and personal interaction of teacher with the students and warm-up activities like reviewing and previewing are the effective strategies used in the class which made the whole class effective. Findings support the answer for the first research question and achieved the first objective of the present research by exploring the most effective beginning strategies used in the class at university level. Answering research question number two, it was found that the preference of the students for the most effective class beginning activities out of all the located effective beginnings activities are human contact activities like; greetings, and personal interactions. According to the students these human contact activities create a supportive and engaging learning environment in the class. These activities enable students to establish a personal connection with teachers, creating a sense of ease, belonging and empathy. Students are of the opinion that these human contact activities also encourage them to participate, share ideas, and engage with the lesson in an intimate space. Greeting and personal interaction emerged as the most effective class beginning activities, which created a supportive and engaging learning environment. These activities enable teachers to establish a personal connection with students, creating a sense of ease and creating a sense of belonging. By acknowledging students individually, teachers demonstrate respect, empathy, and interest in their well-being. This, in turn,

encourages students to participate, share ideas, and engage with the lesson. The study underscores the importance of incorporating meaningful human contact activities, such as personalized greetings, open-ended questions, and non-verbal cues, to create a positive and inclusive classroom atmosphere. Furthermore, personal interactions of teachers facilitate stronger teacher-student relationships, enabling teachers to better understand individual students' needs, interests, and learning styles. As a result, teachers can make their instruction to meet these unique requirements, which is a more inclusive and effective learning environment.

Recommendations:

- The research purposes that future researchers should also conduct further researches by employing both quantitative and qualitative approach to explore the effective beginning strategies in the class at university level by using other theoretical perspectives.

- The research purposes that future researchers should increase his/her sample size.

- Future researcher can do the comparative study of universities of Pakistan in order to explore most effective beginning strategy at university level.

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