



## **Innovative Approaches in Teaching Learning Process**

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**Abstract:** Education is a discipline which prepares to meet the challenges to lead meaningful life. In today's world of education, a teacher's role is quite multifaceted, as part of the changes, the role of schools and in the society. And innovation is the most vital factor in shaping future success. A discussion on innovative pedagogy presupposes a thorough engagement with the concept of education. The uses of innovative approaches in educational institutions have the potential not only to improve education, but also to empower people. The term paradigm shift consists the basic meaning as "a typical example or pattern of something; a pattern or model". It may be identified as a fundamental change in the basic concepts & experimental practices of a scientific discipline. The main aim of this paper is to explain the different approaches of innovative pedagogy. This paper also highlights the role of paradigm shift in teaching learning process and focus on the innovative measures to fill up the gap between the desirable learning objectives and actual learning outcomes. To compete and survive in the competitive world of higher education it is essential for teachers to create, adopt and utilize new innovative approaches for education. With the advent of technology, the concept of paperless and pen less classrooms are emerging as an alternative to traditional teaching methods. Thus, there is a dire need that we should identify, devise and incorporate the various innovative strategies which can transform education system leading to qualitative improvement in education.

### **I. INTRODUCTION**

Our role as teachers is to be a "guide on the side" instead of a "sage on the stage." We have moved from an instruction paradigm, in which an instructor transfers knowledge to students, to a learning paradigm, in which a teacher's role is that of coach. The result is a student learning how to learn and discovering knowledge with the coaching guidance of a teacher. Pedagogy is the study of being a teacher or the process of education. Pedagogy as a science explores the processes by which society deliberately can transmit its accumulated knowledge, skills, and values from one generation to another, from one hand, and activate individual person's growth – from another. The major pedagogical question is how to educate a human being? How to enhance students learning and meet the needs of various types of learners? These tools may include educational goals set by the student and teacher, strategies or styles of instruction, the educator's own philosophical beliefs, the student's background knowledge and experience, the curriculum, modern technological devices, monitoring and test system and others. The term innovation derives from the Latin word *innovare*, which is the noun form of *innovare* "to renew or change". Innovation generally refers to the creation of better or more effective products, processes, technologies, or ideas that are accepted by those in charge of education – teachers, administrators, parents, etc. Innovation differs from invention or renovation in that innovation generally signifies a substantial positive change compared to incremental changes. In this context Innovative Pedagogy is the study of being an innovative educator or the processes of innovative education/teaching. And the key question of Innovative Pedagogy is - What are the educational, psychological, organizational factors/conditions that have a formative utmost effect on the mind, character, or physical ability of an individual? Here are main steps of thinking on innovative process construction

1. What is desirable for users (both students and future employers)?
2. What is possible with curriculum and technology?
3. What is viable at educational market?
4. What is beneficial for the community?
5. What is sustainable for our environment?

Thus, Innovative Pedagogy as a science and practice has a responsibility to prepare citizens of the knowledge society who are able to be creative, face changes, manage and analyze information, and work with knowledge. The role of teachers has shifted from being a subject matter expert who transmits information to acting as a facilitator of student learning in the knowledge society. Current reforms emphasize teachers develop students' capabilities in problem solving, teamwork, and learning to learn, reflective thinking.

Teachers and schools exist within these knowledge societies, which require that they be adept at the same skills they are developing in their students. If teachers do not acquire and display this capacity to redefine their skills for the task of teaching, and if they do not model in their own conduct the very qualities flexibility, networking, creativity, innovative thinking that are now key outcomes for students, then the challenge of schooling in the millennium will not be met. Some of the more prominent strategies are outlined below. For more information about the use of these and other pedagogical approaches, contact the Program in Support of Teaching and Learning.

**Lecture.** For many years, the lecture method was the most widely used instructional strategy in college classrooms. Although the usefulness of other teaching strategies is being widely examined today, the lecture still remains an important way to communicate information. Used in conjunction with active learning teaching strategies, the advantages of the lecture approach are that it provides a way to communicate a large amount of information to many listeners, maximizes instructor control and is non-threatening to students. The disadvantages are that lecturing minimizes feedback from students, assumes an unrealistic level of student understanding and comprehension, and often disengages students from the learning process causing information to be quickly forgotten.

**Case Method.** Providing an opportunity for students to apply what they learn in the classroom to real-life experiences has proven to be an effective way of both disseminating and integrating knowledge. The case method is an instructional strategy that engages students in active discussion about issues and problems inherent in practical application. It can highlight fundamental dilemmas or critical issues and provide a format for role playing ambiguous or controversial scenarios. Course content cases can come from a variety of sources. Many faculty have transformed current events or problems reported through print or broadcast media into critical learning experiences that illuminate the complexity of finding solutions to critical social problems. The case study approach works well in cooperative learning or role playing environments to stimulate critical thinking and awareness of multiple perspectives.

**Discussion.** There are a variety of ways to stimulate discussion. For example, some faculty begin a lesson with a whole group discussion to refresh students' memories about the assigned reading(s). Other faculty find it helpful to have students list critical points or emerging issues, or generate a set of questions stemming from the assigned reading(s). These strategies can also be used to help focus large and small group discussions.

Obviously, a successful class discussion involves planning on the part of the instructor and preparation on the part of the students. Instructors should communicate this commitment to the students on the first day of class by clearly articulating course expectations. Just as the instructor carefully plans the learning experience, the students must comprehend the assigned reading and show up for class on time, ready to learn.

**Active Learning.** Meyers and Jones (1993) define active learning as learning environments that allow "students to talk and listen, read, write, and reflect as they approach course content through problem-solving exercises, informal small groups, simulations, case studies, role playing, and other activities -- all of which require students to apply what they are learning" (p. xi). Many studies show that learning is enhanced when students become actively involved in the learning process. Instructional strategies that engage students in the learning process stimulate critical thinking and a greater awareness of other perspectives. Although there are times when lecturing is the most appropriate method for disseminating information, current thinking in college teaching and learning suggests that the use of a variety of instructional strategies can positively enhance student learning. Obviously, teaching strategies should be carefully matched to the teaching objectives of a particular lesson. Assessing or grading students' contributions in active learning environments is somewhat problematic. It is extremely important that the course syllabus explicitly outlines the evaluation criteria for each assignment whether individual or group. Students need and want to know what is expected of them. For more information about grading, see the Evaluating Student Work section contained in this Guide.

**Cooperative Learning.** Cooperative Learning is a systematic pedagogical strategy that encourages small groups of students to work together for the achievement of a common goal. The term 'Collaborative Learning' is often used as a synonym for cooperative learning when, in fact, it is a separate strategy that encompasses a broader range of group interactions such as developing learning communities, stimulating student/faculty discussions, and encouraging electronic exchanges (Bruffee, 1993). Both approaches stress the importance of faculty and student involvement in the learning process. When integrating cooperative or collaborative learning strategies into a course, careful planning and preparation are essential. Understanding how to form groups, ensure positive interdependence, maintain individual accountability, resolve group conflict, develop appropriate assignments and grading criteria, and manage active learning environments are critical to the achievement of a successful cooperative learning experience. Before you begin, you may want to consult several helpful resources which are contained in Appendix N. In addition, the Program in Support of Teaching and Learning can provide faculty with supplementary information and helpful techniques for using cooperative learning or collaborative learning in college classrooms.

**Integrating Technology.** Today, educators realize that computer literacy is an important part of a student's education. Integrating technology into a course curriculum when appropriate is proving to be valuable for

enhancing and extending the learning experience for faculty and students. Many faculty have found electronic mail to be a useful way to promote student/student or faculty/student communication between class meetings. Others use on-line notes to extend topic discussions and explore critical issues with students and colleagues, or discipline-specific software to increase student understanding of difficult concepts. Currently, our students come to us with varying degrees of computer literacy. Faculty who use technology regularly often find it necessary to provide some basic skill level instruction during the first week of class.

**Distance Learning.** Distance learning is not a new concept. We have all experienced learning outside of a structured classroom setting through television, correspondence courses, etc. Distance learning or distance education as a teaching pedagogy, however, is an important topic of discussion on college campuses today. Distance learning is defined as 'any form of teaching and learning in which the teacher and learner are not in the same place at the same time' (Gilbert, 1995). Obviously, information technology has broadened our concept of the learning environment. It has made it possible for learning experiences to be extended beyond the confines of the traditional classroom. Distance learning technologies take many forms such as computer simulations, interactive collaboration/discussion, and the creation of virtual learning environments connecting regions or nations. Components of distance learning such as email and interactive software have also been useful additions to the educational settings. The learning paradigm is more than incremental changes in an institution's organizational procedure or priorities. Rather, it involves a holistic and system-wide change away from the instruction paradigm and the organizational structures that reflect it. The purpose of the learning paradigm is to "place learning first in every policy, program, and practice in higher education by overhauling the traditional architecture of education". This shift in perspective requires numerous changes:

- \* Judgment of institutional success on the quality of student learning;
- \* Shared responsibility in student learning between the college and the student;
- \* A seamless system of delivery, "providing access to educational services for learners as they need them, when they need them, and wherever they need them".
- \* The vision of the institution itself as a learner in that over time, "it continuously learns how to produce more learning with each graduating class, each entering student".
- \* An institution that "creates environments and experiences that bring students to discover and construct knowledge for themselves" instead of one that merely transfers knowledge from faculty to students.

For making teaching learning process to be successful a change in teachers attitude and approach is required following can be tried out:-

1. Paradigm shift from "Catch me if you can" to "catch them if you can". Speak the language which they understand.
2. Generate interest in whatever you teach. Test their knowledge, which they gain by way of discussions and question answers. You could also ask some good students to give answers to the questions raised by other students in the class.
3. Force them to come prepared you could take frequent class tests. Let sword be hanging on their heads you could also ask some students at random to come on the stage and just give the brief of what was discussed during previous lecture.
4. Strike a good rapport with students. Your attitude towards them is very important and they read it correctly always and every time. Be sympathetic but firm in your approach. Your approach could be almost fatherly. They should be able to sense that you mean their good and that should be by your actions rather than you talking about it.
5. Read their mind and Eyes. You should be able to read question marks in their eyes. It is not difficult. Do look in their eyes and you will be amazed to see them speaking. Do not ignore that as if you do that they would soon lose interest and also the track of what you are teaching
6. Why wait take feedback for yourself in the very second week. Talk to them frankly and openly and try changing your style if required. After all what you teach is not important, what they learn is more important isn't it?
7. Keep them on toes, if they do not put question bombard them with questions basically your approach should be to ensure that they listen to you and are mentally alert.
8. Use students as resource to clarify doubts. It is not at all necessary that you have to talk all the time. They will be more attentive if they are to speak. Make your classes interactive with involvement of students in clarifying basic doubts raised by other students. This will give them confidence as well as improve their communication skills.
9. Show your genuine concern for their welfare. Do not only talk just do it the best you can. Even accompanying some student to hospital in emergencies.
10. Earn respect by your behavior and knowledge. Even how you stand how you talk and how you dress up does matter. Do you remember your school/College days? Try to look back into those days and you will realize as to what needs to be done.

## II. CONCLUSION

Increasingly, movements to consider student outcomes, to improve student assessment, and to refocus institutional missions onto student learning are gaining prominence. Some see these changes as signs of a potentially larger systemic shift in paradigms, away from what has been labeled the "instruction paradigm" toward the "learning paradigm". Paradigm shifts occur when "difficulties or anomalies begin to appear in the functioning of the existing paradigm which cannot be handled adequately" and when there exists "an alternative paradigm that will account for all that the original paradigm accounts for...and [that] offers real hope for solving the major difficulties facing the current paradigms". To keep up with the acceleration of change in new information.

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