INNOVATIVE TEACHING PRACTICES IN EDUCATION

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ABSTRACT

Today in India, industry and academia talk much about the quality of professional education. This scenario is due to many reasons. One among them is course delivery. In many institutions instructors lead, confined to classroom and framed to content of courses are delivered in isolation. Though we teach all kinds of specializations, but integration of specializations towards a Firm/Industry does not take place. There are three ways we can think about teaching. The first because the praise/blame the scholar approach; if a student does well that's because they're an honest student, if they don't it's probably because they were too lazy to apply themselves. The second level of thought is that it all depends on what the teacher does – the main target is on how the teacher transmits knowledge, the responsibility is on them to use ways to form it easy to know. The third one that of blending these two levels and concentrating on what the student does as a result of the techniques employed by the teacher. One of the primary objectives of management education is to prepare people to be outstanding managers, leaders, and professionals. In this regard this paper attempts to discuss the some of the innovative teaching practices suitable to schools as well as the researcher has focused on online teaching methodology as the whole educational system from elementary to tertiary level has been collapsed during the lockdown period of the novel coronavirus disease 2019 (COVID-19) not only in India but across the globe.

Key words: Students learning, Teaching techniques. Online education, innovation

INTRODUCTION

Most of the literature at the forefront of today's higher education suggests a shift away from the traditional teacher-orientated lecturing system where the teacher is the transmitter of knowledge that is passively absorbed by the student. Instead there is a move towards a more student-centered approach to education in which the emphasis is placed on the learning achieved by the student. "Learning takes place through the active behaviour of the student" (Tyler, 1949). Active learning doesn't just mean getting the scholar out of the chair or relocating the classroom outside. "Activity does not necessarily equate to learning". Active learning is about getting the scholar to require a lively role in their own learning, to interact with a topic, to process, understand and apply the knowledge so that they will achieve a deeper level of learning. It is about engaging the scholar with the topic and interesting them with the category. NTL Institute's Learning Pyramid places the activity of students teaching others as highest ranked with 90% average retention rate of knowledge achieved. It is also worth noting that they place practice by doing as second highest with 75% average retention rate.

The Learning Pyramid?
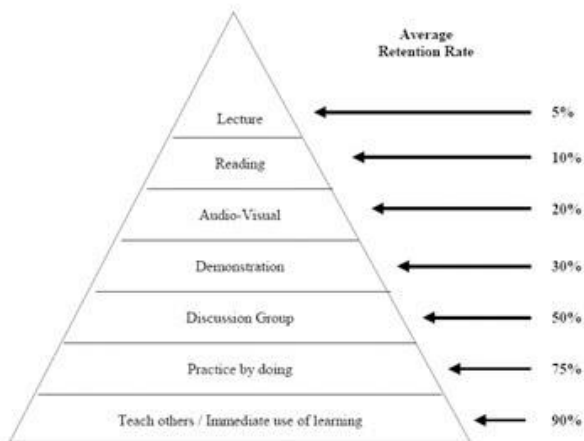
IN THIS CONTEXT FOLLOWING CLASS ROOM PRACTICES HAVE BEEN DISCUSSED:

- Management Games
- Role plays
- Use of student's pictures
- Topic related Dum she rates
- Video clippings
- Student's surveys
- Online teaching methods

LITERATURE REVIEW

The reform of instructional practice in education must begin with faculty members' efforts. An excellent initiative is to pick strategies promoting active learning that one can feel comfortable with. Such low-risk strategies are typically of short duration, structured and planned focused on material that's neither too abstract nor too controversial, and familiar to both the school member and the students.
The term "active learning" has relied more on intuitive understanding than a common definition. Consequently, many faculties assert that each one learning is inherently active which students are therefore actively involved while taking note of formal presentations within the classroom. Analysis of the research literature (Chickering and Gamson 1987), however, suggests that students must do quite just listen: they need to read, write, discuss, or be engaged in solving problems. Most important, to be actively involved, students must engage in such higher-order thinking tasks as analysis, synthesis, and evaluation. Within this context, it's proposed that strategies promoting active learning be defined as instructional activities involving students in doing things and brooding about what they're doing. (Bonwell, Charles C. - Eison, James A) Active learning includes a spread of teaching methods like small conference , cooperative learning, role playing, hands-on projects, and teacher driven questioning. Authors calling for a mixture of teaching approaches to stimulate learning in students with different learning styles, advocate active learning techniques which include the visual, auditory and kinesthetic aspects of learning. Simmons & DiStasi (2008) describe active learning activities that require students to use a variety of learning techniques, promote retention of large amounts of information, and encourage greater social interaction through peer discussion. Teachers across a good range of subjects and grade levels are proposing and using active learning strategies, recognizing that by allowing students to be involved in their own learning they are encouraging them to require greater responsibility for his or her own education. In the active learning classroom, the teacher's role is to speak less and facilitate more

by fixing situations and experiences that allow students to be immersed within the material with their peers, while socially constructing greater understanding of the curriculum (Jill Beloff Farrell)

CLASSROOM PRACTICES

MANAGEMENT GAMES

Games have always been a tool for learning - young children, by nature, begin to find out through games and playing. But games are not any longer just related to young children; they form an enormous a part of life for the young adults of 'the information age' or 'the gaming generation'. Gaming is fast becoming a facilitator of life-long learning. They can stimulate tons of interest and excitement and may be a welcomed break from the standard lecturing environment. "Whenever one plays a game, and whatever game one plays, learning happens constantly, whether the players want it to, and are conscious of it, or not... One needn't even pay much attention."

OBSERVATIONS

By using this method Complex concepts can be taught easily. Some concepts can be conveyed without lecturing method. The entire class can participate and Peer learning will be more. Team work will be improved. It is helpful to lifelong learning. Finally students can have fun and learn.

Points to be Taken Care

Here one should choose a game carefully because game should relate to the concept. Instructor should convey rules of the games clearly. Instructor should be impartial and debriefing is necessary.

ROLE – PLAY

Role-play can have several forms and it may serve as many as possible purposes. As well as feeding the imagination and encouraging empathy, it is a powerful way of developing social skills. As well as the more formal role play situations in the classroom it is good to make room for role play where the students themselves have set the context and support the learning.

SURPRISE ROLE PLAY

Here where audience will be unaware about the role play event. During the class at a specified time and situation, student actors will start role play (not necessarily on the stage). This will be a surprised event to students and they will be under confusion state. After the completion of role play then instructor should bring the link between the role play and the forthcoming concept.
It will be more useful when instructor is going to start a new concept at the middle of the session. It will create interest and curiosity among the students about the forthcoming concepts. The role plays which are humorous in nature are more effective.

Advantages

This method will increase student's interest and curiosity among students. It will lead to Involvement of both role player and observer and increases the understanding of the concepts. The concepts learn through this method cannot be easily forgettable. This is helpful to write answers more appropriately in the examinations.

Points To Be Taken Care

Here theme should relate to topic. Select right people for role play and brief topic to actors clearly and well in advance.

DISPLAY OF STUDENT'S PICTURES

Here instructor should display the pictures of students who are audience also for that particular class. This tool can be used when the instructor teaching about the topics like personality and attitude. This method is more effective because students will appreciate pictures of their own friends instead of a third person's picture who is no way connected to their life.

Impact

This surprise display of the student's picture will increase their interest. Some of the students voluntarily start sharing their own experiences (related to topic) with their friends. It created interest about concepts and lead to effective learning.

Points To Be Taken Care

Before displaying the student's picture, take the permission of the concern student. It should be surprise to other students. Here instructor should interfere if some students involve in making unnecessary comments about the pictures.

TOPIC RELATED DUMB CHARADES

Here students should be divided in to two groups. One team will give a word to the member of opposite team and he has to convey that word to his team members through acting. The words should be related to particular course. This will help the students to recall the concepts which have been taught in previous classes.

Impact

This method will create more interest among the students because it is a competition. Through this instructor can get feedback about the students learning. Instructor can throw more light on the particular word and related concept. It creates more interaction among students and it will lead to fun and learn.

Points To Be Taken Care

Instructor should be impartial as it is competition and sometimes it leads to conflict. Instructor should intervene whenever required to avoid conflict. This method is more helpful during the end of the semester.

VIDEO CLIPPINGS

Here video clippings of movies, reality shows, serials, documentaries etc. will be shown in the class room to show the importance of the concept. This will be more effective than lecturing as it will break the routine. Student will remember it easily

Impact

This method is easy for students to learn the concept as they relate the video to concept. The video can be related to various aspects of a particular topic. It will give more exposure to the outside world and stimulate the students to learn.

Points To Be Taken Care

Here instructor should remove unnecessary content from the video. Technical requirements should be fulfilled. Debriefing and discussion should be mandatory

STUDENT'S SURVEY

Here after the completion of a particular topic, instructor should conduct a survey in the class through questionnaire (related to same topic).This method will be used while dealing with topics related to human behavior. This will be helpful for students to understand the topic in better way and for instructor to understand his students in better way.

Impact

Here Students will show more interest because analysis will give some inputs relating to their own behavior. It will create more interest in topics which may lead to further research studies.

Points To Be Taken Care

Instructor should use authenticated survey questionnaires. Inform students at the beginning itself that as these surveys are just indicators not the conclusive one. Instructor should give personal attention to each student and clarify their doubts relating to survey.

ONLINE TEACHING / EDUCATION
Now days there are many institutions competing with each other to provide e-learning technologies in India. They have entered in online education with the vision of providing good knowledge and to have a track of continuous evaluation overall development of the students. The system roped in many technological developments to felicitate their education. Many new entrants have been noticed in the market providing students with an opportunity to widen their horizons of knowledge and offer a wide array of Learning Courses in India like Merit Nation ,Gyan ganga , etc.

Infrastructure and regulation issues might seem to be slowing down the otherwise expanding education space in the country but this sector is already showing promise of an immense growth. The market is expected to grow leaps and bounds in upcoming years widening the areas of opportunities

There are many factors affecting its leverage. The online education providers should emphasize more on the education angle than the technology angle. This is the time where students may be tech savvy but they need relevant, precise and to the point high quality content that can be consumed online in a convenient manner. It is all about providing high quality content to the right person in the right manner.

The impact of learning environments in relation to learning outcomes has constantly been explored by researchers of education. For example, Ramsden and Entwistle (1981) empirically identified a relationship between approaches to learning and perceived characteristics of the academic environment. Haertela, Walberg, and Haertela (1981) found correlations between student perceptions of social psychological environments of their classes and learning outcomes. Web-based technology has noticeably transformed the learning and teaching environment.

Proponents of online learning have seen that it can be effective in potentially eliminating barriers while providing increased convenience, flexibility, currency of material, customized learning, and feedback over a traditional face-to-face experience (Hackbarth, 1996; Harasim, 1990; Kiser, 1999; Matthews, 1999; Swan et al., 2000). Opponents, however, are concerned that students in an online environment may feel isolated (Brown, 1996), confused, and frustrated (Hara & Kling, 2000) and that student's interest in the subject and learning effectiveness may be reduced (R. Maki, W. Maki, Patterson, & Whittaker, 2000).

The development of these new trends emerging in the contemporary education system raises a question about the effectiveness of online courses, particularly as compared to traditional classroom learning and in relation to individual student needs, perceptions, and learning outcomes.

Researcher asked the students to match online education with education in physical classrooms and education through MOOCs. We understand that the comparisons are somewhat uneven. The discussions and collaborative activities that occur during a physical classroom are difficult to duplicate on a web platform. On the opposite hand, MOOCs provide students information on a good range of topics and therefore the latest technologies, which cannot be available in their universities. Undergraduate engineering students typically like to attend MOOCs on subjects like computer programming and system designing (Sra & Chakraborty, 2018). However, online education are often better personalized due to smaller class size and homogeneous background of the scholars .

The students reported to possess observed an improvement within the online teaching skills of the professors. Professors are familiar with teach in physical classrooms and most of them had no experience of teaching online before this pandemic. They have learnt new techniques and adjusted to online teaching in the last 6 months (Mahmood, 2020). We believe that occasional peer-to-peer discussion on tools and techniques for online education will be beneficial to professors.

We found that professors typically use presentation programs and note-taking programs to disseminate information. PowerPoint is suitable if a professor wants to deliver a lecture following a predetermined sequence. Prezi is suitable if a professor doesn't want to follow a hard and fast sequence of topics and needs to form the session more interactive. OneNote can help a professor and students to collaboratively accumulate knowledge. Educational technologies require supporting quality interaction (Singh, Adhikary, Gupta, & Singh, 2010). Devices like digital pen can make lectures more humane. We were surprised to find out that the scholars don't prefer showing their faces during lectures. We believe that this is often because they're reluctant to actively participate within the class. Professors may post open-ended questions within the chatbox and solicit students' responses. Students can share their ideas on solving a drag , especially in courses associated with programming AND circuit designing.

Educational technologies have improved over the years. Today, there are several sophisticated online education platforms and lots of specialized educational resources for various courses. Some online educational tools also facilitate collaborative learning (Adhikary, Gupta, Singh, & Singh, 2010). However, self-reflection on the a part of students is extremely important in online education. We found that students feel that there's a requirement for periodic assessment to stay the teaching-learning process on the proper track. Professors may use innovative tools and techniques for an equivalent . Some empirical studies have revealed that students are suffering from stress and anxiety during this pandemic (Arora, Chakraborty, Bhatia, & Mittal, 2020; Islam et al., 2020). Professors should attempt to provide some flexibility to students attending their online courses (Mahmood, 2020). We came to understand that there are many homes where there are a limited number of digital devices and more people got to use them simultaneously. This is a new form of digital divide. Our structural equation modeling showed that different constructs are influencing the social issues related to online education. The social impact of online education needs to be studied carefully (Toquero & Talidong, 2020).

CONCLUSION

Instructors can expect the students to learn better by giving positive surprises to students every day in the form of management games, role plays, dumb charades and video's etc. which will create high interest among students and be helpful to their learning. By implementing an array of strategies that fit instructor's teaching style and classroom environment, he can greatly stimulate and sustain students' motivation to find out in classroom. Students considered online education a viable alternative under the present circumstances. We however think that there's scope for improvement. Professors should attempt to make online education better acceptable among students. Techniques like flipped classroom, case studies, and gamification could also be introduced in online education and their

effects could also be studied. The COVID-19 pandemic has led to adoption of online education on an outsized scale round the world for the primary time. the teachings we study online education during this pandemic are going to be useful during future exigencies (Chatterjee & Chakraborty, 2020; Skulmowski & Rey, 2020).

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