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"INNOVATIVE STRATEGIES & PRACTICES IN TEACHING, LEARNING AND EVALUATION PROCESS FOR ARTS & SCIENCE COLLEGES TOWARDS NEW EDUCATION POLICY-2022"

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INNOVATIVE STRATEGIES AND PRACTICES IN TEACHING AND LEARNING METHOD

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Abstract

The purpose of this paper is to evaluate the methods of teaching that can attempt in imparting knowledge to the learners. Basically teaching must include two major components sending and receiving information. Ultimately, a teacher tries to impart the knowledge as the way to understand the concepts. Any Communication methods that serve for this purpose without destroying the objective could be considered as innovative methods of teaching. The use of innovative methods in educational institutions has potential not only to improve education but also empower the society.

Keywords: Innovative Teaching Methods, Higher Educational Institutes

INTRODUCTION

Innovative Teaching incorporates technology in to teaching learning methods to create a rich learning experience for students and a rewarding teaching experience for faculty. With the increase of the globalization, educators are required to have the ability to adapt to technological changes and meet the new needs to solve complex problems. To address this challenge, active methods of teaching and learning are required with a particular emphasis on making the connection between theory and practical application that helps the students to understand the content of the course. With the use of these active methods, students are required to evaluate project scenarios with a diverse range of external and internal variables that require both technical and non-technical skills during the solution process. So, the use of active methods improves the understating of basic concepts, encourages deep and creative learning, and develops teamwork and communication skills.

INNOVATIVE TEACHING

Efforts have been made to introduce and experiment changes in the teaching methodology at number of institutions imparting higher education, lot of research has been carried out in this field. Education is an effective instrument to bring social change and upliftment of all the persons of the society. However, quality of education can only be enhanced by adoption of innovative teaching practices in order to make the contents interesting as well as to motivate the learners.

1. Activities to supplement lectures without major modifications to course structure

Clarification pauses and collaborative note-taking

The instructor pauses during lecture and asks students to take a few minutes to summarize in writing what they have just learned and/or consolidate their notes. Students may then exchange notes with a partner to compare, in order to catch key ideas that a student might have missed or misunderstood. The instructor can then field clarifying questions.

Retrieval practice / one-minute papers - At the start of class, students write down major points they can remember from the previous class. Similarly, at the end of class students write down key takeaways and consider logical next steps. The instructor might review responses in class and encourage questions.

Think-pair-share activities

Students work individually on an active learning assignment or formative assessment activity (such as one-minute papers or an example problem). They then compare their responses with a partner and synthesize a joint solution, and then share with the entire class. This and other discussion activities are explored further here.

Demonstrations

Students predict the outcomes of a demonstration. After the demonstration, the instructor asks them to discuss the observed result and how it may have differed from their prediction. The instructor then follows up with a detailed explanation. Demonstrations may be enhanced through tools like open educational resources or 3D printing.

Polls

Utilizing Poll Everywhere or some other audience response system, the instructor poses a multiple-choice question. Students work on the problem individually or in think-pair-share small groups, and use clickers or online surveys to report their answers. The instructor shows the class distribution and explains the solution.

2. Activities to supplement lecture time with active-learning individual/partner/group work

- **Large-Group Discussion**

Students discuss a topic in class based on a reading, video, or problem. The instructor may prepare a list of questions to facilitate discussion.

- **Sequence reconstruction**

  Instructor gives students jumbled steps in a process, and asks them to work together to reconstruct the proper sequence.

- **Error identification**

  Instructor provides statements, readings, proofs, or other material that contains errors. Students must find and correct the errors.

- **Concept map**

  Students are provided with a list of terms and must arrange the terms on paper, drawing arrows between related concepts and labeling each arrow to explain the relationship. Alternatively, students can use software like to project their maps on a screen or share with the class.

- **Categorizing grids**

  Instructor gives students several important categories and a list of scrambled terms, images, equations, or other items. Students sort the terms into the correct categories.

- **Interactive Lecture**

  Instructor breaks up the lecture at least once per class for an activity that lets all students work directly with the material.

- **Active Review Sessions**

  Instructor poses a question which students work on in groups or individually. Students are asked to show their responses to the class and discuss any differences.

- **Inquiry Learning**

  Instructor presents a major concept and then asks students to make observations, pose hypotheses, and speculate on conclusions.

- **Brainstorming**

  Instructor provides a topic or problem and then asks for student input. After a few minutes, the instructor asks for responses and records them on the board.

- **Role Playing**

  Students use dramatic techniques to get a better idea of the concepts and theories being discussed. They might stage dialogue in a case study, act out a scene in a literature class, produce a mock debate of a historic issue, or present (within a safe context) problematic social responses requiring discussion.

3. Activities to strengthen student motivation

- **Learning goals**

  Students create a list of skills and topics they would like to cover in the course, and air any concerns they have about the syllabus and course design. Instructors can also share and explain their own intended learning outcomes and invite students to add their own. Often, activities like these can be particularly effective in the first class / first five minutes of a class session.

- **Ice breakers**

  Students learn each other's names and interests to facilitate group/partner work later in the semester.

- **Discussion ground rules**

  Instructor cultivates an inclusive class climate by working with students to create ground rules for discussion.

- **Experiential Learning**

  Instructor facilitates site visits that allow students to see and apply theories and concepts. For example, students can visit museums or libraries, engage in field research, or work with the local community. Experiential learning may also include 3D printing, under the right knowledge circumstances.

- **Student-generated test questions**

Instructor provides students with a copy of learning goals for a particular unit and a figure summarizing Bloom's Taxonomy. Groups of students create test questions corresponding to the learning goals and different levels of the taxonomy.

- **Peer Review**

Students complete an individual homework assignment or short paper. Before the assignment is due, students submit one copy to their partner or group, and then provide each other with critical feedback.

CONCLUSION

Higher education pedagogy has under gone many changes during last two decade. Since it has been realized that innovation and creativity is the essence of learning hence teachers are also inclined to adopt newer methods of instruction. It has been concluded that application of innovative methods of teaching and learning has resulted significantly in the student performance, it has also been reported by number of institutions that class room attendance has also been improved. Feedback on innovative methods of teaching from students and teachers is quite encouraging. Innovation is a continuous process and faculty members are applying innovative methods to enhance quality of education so as to develop creativity and empower people and ultimately to achieve the human development index of our country.

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