



Innovative Teaching the Best Practice has a meet the Educational Needs for a New Generation.

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Abstract

Innovative teaching strategies in innovative teaching-learning can lead to better results in the classroom. Student's engagement in education refers to the degree of interest, curiosity and anxiety. Students also become optimised and enthused. They show while studying or learning, which extends to the level of motivation required to progress in learning and teaching. The use of innovative methods in educational institutions has the potential not only to improve education, but also to empower people, strengthen governance and galvanize the effort to achieve the human development goal for the country. The purpose of this article is to provide useful innovative teaching methods is a best practice which could easily be imparted knowledge to the younger generation.

Index Terms: Innovative teaching, learning, classroom, role-play, problem-based learning

1. INTRODUCTION

COVID-19 is changing the teaching, learning process in educational institutions, which impact interactions between teachers and students. The result of the pandemic has shown us many educational institutions have been forced to conduct activities with students primarily online. As educators we need to innovate in teaching online and use subject-related learning resources and create study lists to prepare students for an interesting learning process. One thing that educators can do is to use innovative learning strategies which will improve the quality of participation and learning for new generation. There are many theories about innovative teaching regarding student's behavior, methods, ideas and strategies (Kalyani & Rajasekaran, 2018). Educator competence is critical in implementing innovative teaching in educational institutions. Element "Innovative Education" is a thing that every educator required for meeting the educational needs of future generation. Teacher competence in innovative teaching is a key factor that influences performances. Some surveys show that many educators still lack the ability to deliver innovative teaching. Innovative Teaching is the best practice that can be followed in many educational institutions.

2. OBJECTIVES

1. To find some innovative teaching strategies which every teacher can embrace and make their teaching way more interesting in the classroom.
2. To understand the challenges faced by teachers to adopt the Technology use for innovative teaching and solution

3. RESEARCH HYPOTHESES

Hypothesis 1: There is an important relationship between innovative use of different tools and ideas as a medium of communication and effective learning

Hypothesis 2: There is a significant relationship between the use of innovative strategies and different teaching learning and significant relationship every teacher can embrace and make their teaching way more interesting

Hypothesis 3: There is a significant relationship general college and teachers training college educators in using innovative teaching the best practice has a meet the educational needs for a new generation.

3.1 Hypothesis 1: There is an important relationship between innovative teaching and effective learning. A statistical value shows that innovative teaching improves teaching learning. This hypothesis is statistically accepted because teachers practice innovative teaching in regular classrooms, regardless of the subject being taught. Tools such as audio visual materials, field visits, real-life examples, participation outside the classroom are effective tools to make learning interesting. So the null hypothesis is rejected and hypothesis 1 is accepted. Hypothesis 1 is statistically significant.

3.2 Hypothesis 2: Variation in opinion was found with usage of different tools and ideas as a medium of communication for theory topics, In Teachers training college, teachers use this activity very frequently and very high scale as compared with the under graduate teachers. In both the institutions storytelling method is widely used. P-value found to be significant therefore hypothesis 2 is accepted.

3.3 Hypothesis 3: The statistical evidence shows that for majority of the opinions are similar between general college and teachers training college educators in using innovative teaching the best practice regarding use of innovative tools and ideas for effective learning.

It is also observed in the results that the teachers training college teacher's attitudes are little more positive towards adoption of innovative methods compared with general college employees. This could be because of the reasons that the teachers training organisations are friendly in nature and have to adopt innovative methods to attract more students, for hypothesis 3 P-value was found to be significant therefore it is accepted.

4. METHODOLOGY

This study is quantitative in nature. The survey was conducted with a self-made questionnaire that was distributed to teachers using Google forms to receive answers to the hypothesis. Twenty academics (Teachers Training College and Under Graduate College) from different parts of the country responded to the survey. The respondents are from various regions of the country. Explores innovative ideas and tools that teachers use to improve learning. Frequency analysis was performed for demographic and nominal scale response variables. All demographic variables have a P value below 0.05, indicating statistical significance.

5. INNOVATIVE TEACHING STRATEGIES

5.1 Audio and Video Tools: During the teaching session the teachers used filmstrips, various models, pictures, movies, info graphics and other mind mapping and brain mapping tools along with textbooks so that they could develop their students imagination (Kalyani & Rajasekaran, 2018).

5.2 Brainstorm: Brainstorm sessions have always been an interesting way of engaging students in group work. For a particular work or for a specific activity, if we have many students focusing their brains to that particular work, then it is very much obvious to get many beautiful and creative ideas. Brainstorming will also turn out to be a platform for students to speak out their inner voices of creativity, without worrying about right or wrong. However, before starting this type of important missions or brainstorming sessions, setting up of ground rules are a must. Brainstorming can be done in many ways- Simple brainstorming, Group brainstorming or Paired brainstorming (Behrendt & Franklin, 2014; Larsen et al., 2017; Tal & Morag, 2009).

5.3 Classes outside the Classroom: Some lessons are more effective when taught outside the classroom. Organize field trips related to the classroom or take students outside the classroom for a walk. Students find this fresh and exciting, learn and remember what they learn faster. Teaching and learning experiences that take place outside of the confines of the classroom walls have a range of benefits for both students and teachers.

Field trips can take many forms that meet different needs and encourage deep and active learning. The intended educational outcomes of field trips focus on the following five areas of his focus (Behrendt & Franklin, 2014; Larsen et al., 2017; Tal & Morag, 2009):

- Developing social and personal skills
- Development of powers of observation and perception
- Add relevance and meaning to learning
- Provide a hands-on experience
- Increased intrinsic motivation and interest in the subject

5.4 Activity based learning: Simply put, activity-based learning refers to teaching methods in which a subject is presented through different activities that make learning more interesting and engaging. In this type of learning, students are at the centre of the process and teachers act only as facilitators to introduce and guide students through activities. Students study independently at their own space (Zepeda, 2014).

5.4.1 Teaching through stories: When developing and implementing innovative pedagogy, it is important to build relationships that support intellectual disabilities between teachers and students. This comfort allows students to understand difficult topics, learn that it is okay to make mistakes, and create opportunities for deeper learning. One way she does this is storytelling in class (A. Kaluvoya., & S. C. Dhanya, 2021).

Storytelling allows teachers to immerse themselves in the lives of their students while developing a sense of identity. It fosters community and belonging, fosters relational her networks, allows participants to engage in meaning-making, fosters empathy and trust, and encourages learning (Zepeda, 2014).

5.4.2 Flipped classroom: The flipped classroom is an innovative concept that is part of a revolution in teaching and learning. Teachers using the in this technique are better able to help their students engage in active learning. Students participate in class discussion much more in a flipped classroom style of teaching, participating in debates, group discussions. Essentially a compiled class replaces the operations traditionally performed within the class with operations performed after the class (A. Kaluvoya., & S. C. Dhanya, 2021).

5.4.3 Teaching through Smart Boards: Smart boards make the teaching experience interactive and collaborative as teachers use dynamic multimedia content to help students deliver content more effectively and make it a visual and immersive experience. Smart boards are becoming an integral part of every classroom. Some of the reasons for this trend are: It suits different learning styles. Tactile learners can use the screen and learn by touching and marking the board, auditory learners can chat and visual learners can follow instructions on the board. It is cleaner, does not require cleaning and is therefore easier to maintain.

5.4.4 Technology use for innovative teaching: Using technology in the classroom helps engage students in a variety of stimuli and creates an environment for action oriented learning. It makes the classroom content more interesting and makes learning fun. It makes the classroom more interesting and the tendency of students to come to the classroom also increases. Technology gives teachers an endless amount of resources to use according to the needs of their students. Technology helps to enhance teacher's communication with students.

5.4.5 Project based learning: Project-based learning is a model and framework for teaching and learning in which students acquire content knowledge and skills to answer a guiding question based on a real-world problem, need, challenge (Markham, T. 2016).

5.4.6 Inquiry based Teaching: Inquiry based learning inspires students to learn more and deeper. An inquiry based curriculum can increase student achievement and reduce the gap between high and low performing students. This method can be useful for culturally and linguistically diverse students and students with special needs (Markham, T. 2016).

6.Challenges faced by teachers to adopt the Technology use for innovative teaching

| Challenges faced | Administrators | Teachers |
|--------------------------|----------------------------|--|
| Lack of knowledge | Providing training courses | Knows how to access resources |
| Lack of ICT equipment | Providing ICT resources | Take advantage of these resources |
| Lack of software problem | Purchase genuine software | The software is updated at regular intervals |

Source: Online Survey: 2020-2022

Data Presentation

| Sl No. | Innovative Teaching Strategy | Percentage of Using Innovative Learning Strategies |
|--------|--|--|
| 1 | Teaching through Smart boards | 60 |
| 2 | Teaching through Flipping Classrooms | 65 |
| 3 | Project Based Learning | 60 |
| 4 | Technology use for innovative teaching | 63 |
| 5 | Inquiry based Teaching | 88 |

Source: Online Survey: 2021-2022: Responses of Participants on Innovative Teaching

| Variables | Chi square Value | P-value |
|--|------------------|---------|
| Do you use innovative Teaching techniques in your regular lessons (Smart boards, audio-visual materials Flipping Classrooms, field trips Project Based Learning, participation outside the classroom)? | 31.018 | 0.00 |
| Do you encourage the student's use of different tools and ideas as a medium of communication (Technology use)? | 33.148 | 0.00 |
| Do you believe that Innovative teaching makes Learning more interesting (Storytelling, Inquiry based Teaching)? | 36.202 | 0.00 |

7. RESULTS AND DISCUSSION

From the above discussion it is clear that many teachers have exposed themselves to various types of challenges. Fortunately, they will overcome these challenges in future. For innovative strategies 'Inquiry based teaching' is very effective than other strategies. From the above discussion and according to the survey report, it is understood that both institutions follow different strategies to make the class interesting and not boring. So it can be said that innovative teaching is a best practice and its practice should be followed in every institution.

8. References

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