

# **Innovative Methods of Teaching**

**Dr. Monika Bapat\***

**\*Assistant Professor, M.K.H.S. Gujrati Girls College, Indore**

## **Abstract**

*The purpose of this paper is to evaluate the traditional methods of teaching as well as multimedia teaching and to suggest other useful teaching methods that can be attempted in imparting knowledge to the students. Basically teaching must include two major components sending and receiving information. Ultimately, a teacher tries his best to impart knowledge as the way he understood it. So, any communication methods that serve this purpose without destroying the objective could be considered as innovative methods of 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.*

## **Introduction:**

Education is a light that shows the mankind the right direction to surge. The purpose of education is not just making a student literate but adds rationale thinking, knowledge ability and self-sufficiency. When there is a willingness to change, there is hope for progress in any field. Creativity can be developed and innovation benefits both students and teachers.

Education is a light that shows the mankind the right direction to surge. If education fails to inculcate self-discipline and commitment to achieve in the minds of student, it is not their fault. We have to convert education into a sport and learning process has to generate interest in the students and motivate them to stay back in the institution than to run away from it. Education should become a fun and thrill to them rather than burden and boredom. It is an integral part of their growth and helps them become good citizens.

Education is an engine for the growth and progress of any society. It not only imparts knowledge, skills and inculcates values, but is also responsible for building human capital which breeds, drives and sets technological innovation and economic growth. In today's era, information and knowledge stand out as very important and critical input for growth and survival. Rather than looking at education simply as a means of achieving social upliftment,

the society must view education also as an engine of advancement in an information era propelled by its wheels of knowledge and research leading to development.

### **Traditional Teaching Method - An Evaluation:**

In the pre-technology education context, the teacher is the sender or the source, the educational material is the information or message, and the student is the receiver of the information. In terms of the delivery medium, the educator can deliver the message via the "chalk-and-talk" method and overhead projector (OHP) transparencies. This directed instruction model has its foundations embedded in the behavioral learning perspective (Skinner, 1938) and it is a popular technique, which has been used for decades as an educational strategy in all institutions of learning.

Basically, the teacher controls the instructional process, the content is delivered to the entire class and the teacher tends to emphasize factual knowledge. In other words, the teacher delivers the lecture content and the students listen to the lecture. Thus, the learning mode tends to be passive and the learners play little part in their learning process (Orlich et.al., 1998). It has been found in most universities by many teachers and students that the conventional lecture approach in classroom is of limited effectiveness in both teaching and learning. In such a lecture students assume a purely passive role and their concentration fades off after 15-20 minutes.

Some limitations which may prevail in traditional teaching method are

- Teaching in classroom using chalk and talk is "One way flow" of information.
- Teachers often continuously talk for an hour without knowing students response and feedback.
- The material presented is only based on lecturer notes and textbooks.
- Teaching and learning are concentrated on "plug and play" method rather than practical aspects.
- The handwriting of the lecturer decides the fate of the subject.
- There is insufficient interaction with students in classroom.
- More emphasis has been given on theory without any practical and real life time situations.
- Learning from memorization but not understanding.

- Marks rather than result oriented.

### **Innovative Tools:**

Multimedia, is the combination of various digital media types such as text, images, audio and video, into an integrated multi-sensory interactive application or presentation to convey information to an audience. Traditional educational approaches have resulted in a mismatch between what is taught to the students and what the industry needs. As such, many institutions are moving towards problem based learning as a solution to producing graduates who are creative, think critically and analytically, to solve problems. In this paper, we focus on using multimedia technology as an innovative teaching and learning strategy in a problem-based learning environment by giving the students a multimedia project to train them in this skill set.

### **Information & Communication Technology:**

Presents an entirely new learning environment for students, thus requiring a different skill set to be successful. Critical thinking, research, and evaluation skills are growing in importance as students have increasing volumes of information from a variety of sources to sort through (New Media Consortium, 2007). ICT is changing processes of teaching and learning by adding elements of vitality to learning environments including virtual environments for the purpose. ICT is potentially powerful tool for offering educational opportunities. It is difficult and maybe even impossible to imagine future learning environments that are not supported, in one way or another, by information and Communication Technologies (ICT).

When looking at the current widespread diffusion and use of ICT in modern societies especially by the young the so-called digital generation then it should be clear that ICT will affect the complete learning process today and in the future. Authenticity is an important issue which should be addressed in the design and development of learning environments (Collins, 1996). Learning environments need to reflect the potential uses of knowledge that pupils are expected to master, in order to prevent the acquired knowledge from becoming inert (Bransford, Sherwood, Hasselbring, Kinzer & Williams, 1990; Duffy & Knuth, 1990). In addition, teachers should stimulate pupils to engage in active

knowledge construction. This calls for open-ended learning environments instead of learning environments which focus on a mere transmission of facts (Collins, 1996; Hannafin, Hall, Land, & Hill, 1994; Jonassen, Peck, & Wilson, 1999). ICT may contribute to creating powerful learning environments in numerous ways.

ICT provides opportunities to access an abundance of information using multiple information resources and viewing information from multiple perspectives, thus fostering the authenticity of learning environments.

### **Teaching, Learning, Assessment And Evaluation :**

#### **(I) The learning Environment :**

The learning environment must respond to and respect a variety of learners needs and abilities and be conducive to the incorporation of a range of strategies that encourage and support learning. Such an environment

- Accommodates diversity in students' backgrounds, learning styles, personal assets and abilities.
- Supports the effective use of a wide range of resources, including technology and the media.
- Allows for active, interactive and collaborative learning.

The classroom environment is critical to personal and social skill building. An atmospheric that recognizes and supports individual differences, that enhances self-esteem and that encourages differing opinions will encourage students to share and participate in learning activities. An open, supportive environment fosters a sense of security, belonging, respect, caring, worth and efficacy. Teachers should concentrate on establishing an atmosphere which invites student interaction, is respectful of the feelings, ideas and opinions of other and can be described as caring, collaborative and supportive. A way of facilitate this is to use activities which allow students to get to know each other, are non-threatening and enjoyable.

#### **(II) Role of the Student**

The student plays a critical role in contributing to an effective and efficient learning environment and to the achievement of learning outcomes. The primary role of

the student is to take responsibility for learning and to demonstrate achievement of curriculum out-comes. Students can

- Strive to acquire skills and abilities that enable them to take responsibility for and make reasoned decisions.
- Build on knowledge and awareness of issues related to personal and family nutrition.
- Engage in learning activities that support personal learning styles and incorporate personal assets and abilities.
- Engage in individual and collaborative learning activities aimed at achieving course outcomes.
- Engage in opportunities to integrate knowledge, skills, attitudes and behaviors related to personal and family nutrition.
- Evaluate their progress and develop new strategies and plans for continuous learning and improvement.

### **(III) Role of Teacher :**

Consideration needs to be given to the setup and organization of the physical space to foster individual and small group work, engage in some activities anonymously, display ongoing projects and finished work, accommodate learning centers and encourage creativity.

The teacher plays a critical role in structuring and managing an effective and efficient learning environment. The primary role of the teacher is to guide and facilitate learning and to assist students with the acquisition of the skills and abilities required to demonstrate outcomes. In contributing to the learning process, the teacher can

- Assist students in the attainment of skills and abilities that enable them to take responsibility for and make reasoned decisions about food as it relates to health.
- Provide direction and encouragement to students as they engage in individual and collaborative learning activities.
- Help students set limits and establish parameters for individual, class and lab behavior.

- Provide opportunities to integrate knowledge, skills, attitudes and behaviors related to nutrition and health and to life-long learning.
- Record and report on student progress.

### **Conclusion:**

From the above, we can make out that the Information and communication technology has made many innovations in the field of teaching and also made a drastic change from the old paradigm of teaching and learning. In the new paradigm of learning, the role of student is more important than teachers. The concepts of paperless and pen less classroom are emerging as an alternative to the old teaching learning method. Nowadays there is democratization of knowledge and the role of the teacher is changing to that of facilitator. We need to have interactive teaching and his changing role of education is inevitable with the introduction of multimedia technology and the spawning of a technologically-savvy generation of youths.

The analysis reveals some of the suggestions that the teaching community can practice in the classrooms. Ultimately the teaching people are satisfied when he could reach the students community with his ideas and views. So, teaching depends upon successful mode of communication and Innovation though we mean the changes that we propose to be included in our medium of communication or even inclusion of some other elements in communicating information.

The researchers recommended that the teaching would be highly effective if the teacher start to use the recent multimedia technologies like usage of computers extensively or some modifications in the conventional mode of teaching. The use of computer may be very well practiced in the environment where the use of such technology is highly possible , but there must be some sort of innovation which can also be practiced in an environment where such use of humor, role playing, words - words approach, Z-A approach are the ideas that can very well be practiced.

The researchers believe that the core objective of teaching is passing on the information or knowledge to the minds of the students. Any method using computers

or modifying the existing conventional chalk-talk method are innovative if they ultimately serve the attainment of core objective of teaching.

**References:**

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