Innovative Strategies in Teaching

ASST. PROF. BAPURAO TUKARAM MANE
Ph. D Research Scholar, Savitribai Phule Pune University, Pune
Study Centre: - H.G.M. Azam College of Education, Pune

Abstract— A teaching strategy refers to a technique that is used by the instructor to ensure that the course work has been well understood. Different subjects require different strategies, because some subjects are more practical than others.

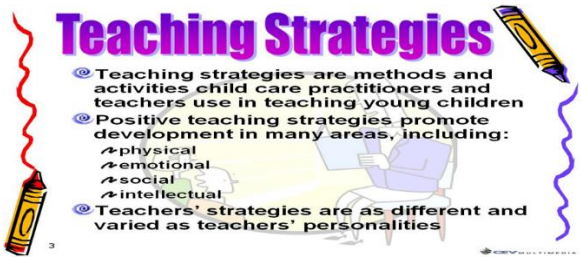
Index Terms- Innovative Strategies, Teaching, CAL, PBL, CL, ML TAL etc.

I. INTRODUCTION

Innovation is a driver of growth and well-being. New technologies, products, services and organizations create jobs and rejuvenate industries – while making others obsolete. To reap the gains of innovation, policy makers need to understand how the way we innovate is changing and what this implies for education and training policies.

CERI's Innovation Strategy for Education and Training casts light on these issues. It consists of three strands:

- What kind of skills and education are needed in innovative societies?
- How can innovation and improvement be fostered and measured in the education sector?
- Contributions to the OECD Innovation Strategy and the OECD Skills Strategy



The Steps of 7 Core Teaching Strategies:-

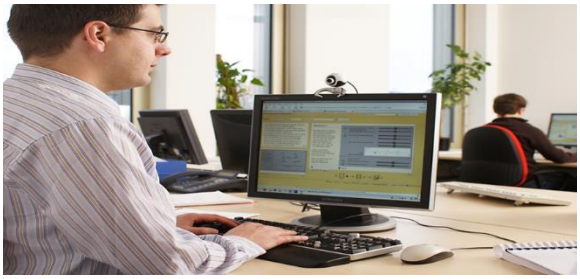
1. The following are " 7 Core Teaching Strategies " that have held true for 33 years of teaching :-
2. Management class is the most important lesson in 7 core teaching strategies. Learn some of the learning strategies to apply found in this vast area and find the education success throughout their educational careers. Classroom management is a broad subject that many are sectors, including classroom behavior and appropriate discipline, class rules, communication education and effective time management.
3. Know your students.
4. To motivate and encourage students to pursue several goals themselves and then help them achieve their goals and move a new set of objectives.
5. Create a strong, teachers and students. Confidence to earn the respect, compassion, sincerity, and visualization always is positive.
6. The parent-teacher communication is crucial.
7. Responsibilities … You are responsible for their students (especially) their parents, their school, and, of course, itself.
8. To be truly successful in this great profession, you must have a real passion for it.

ICT supported Teaching / Learning Strategies: -

Computer Assisted Learning (CAL)

- The term Computer Assisted Learning (CAL) covers a range of computer-based packages, which aim to provide interactive instruction usually in a specific subject area, and many predate the Internet. In general, the use of computers in education through CAL has been sporadic a great deal of effort was expended with little general impact. Many of those academics that took part in that earlier crusade are now cynical about the effectiveness of computers in teaching.
- There are still good reasons to use CAL rather than Internet based technologies. CAL is run either straight from a CD or floppy disk drive or over a local network so the constraint of the internet -

slow download times for multimedia materials may not apply.



Classroom eLearning Technologies

- Other presentation technologies such as electronic whiteboards, audience feedback systems and videoconferencing facilities are beginning to appear in teaching spaces and these will all require careful thought in integrating them into teaching practice.

Computer Mediated Communication (CMC)

- CMC can include any means by which individuals and groups use the Internet to 'talk' to each other.

The main technologies include: -

Email - the most popular Internet tool, used to exchange messages between individuals
Mailing lists - which use email to enable communication among groups of people. Individuals send emails to the list email address and receive a copy of all emails sent to that address

Usenet newsgroup - a separate Internet system which allows users to read and contribute to global special-interest 'newsgroups'; the number of newsgroup topics is vast, and subjects range from the very dry to the totally bizarre

Computer conferencing - (sometimes also known as 'discussion boards' or more accurately 'threaded discussion lists') which enables groups of people to hold discussions by reading and posting text messages on a computer system.

Internet Relay Chat (IRC) - an Internet system which allows users to chat 'live' (in real time) using text or audio Internet telephony, a way of using the Internet as an alternative to the main telephone network; currently in its teething phase, though exciting in that it has the potential to reduce the cost of calling long-distance to that of a local call

Videoconferencing - a means by which small groups of geographically distant people can hold discussions in real time, during which they are able to hear and see each other and share various other types of data.

Problem-based learning (PBL) is a student-centered pedagogy in which students learn about a subject through the experience of problem solving.

Implementing PBL in schools and Universities is a demanding process that requires resources, a lot of planning and organization. There are12 steps for implementing the "pure PBL"

1. Prepare faculty for change
2. Establish a new curriculum committee and working group
3. Designing the new PBL curriculum and defining educational outcomes
4. Seeking Advice from Experts in PBL
5. Planning, Organizing and Managing
6. Training PBL facilitators and defining the objectives of a facilitator
7. Introducing Students to the PBL Program
8. Using 3-learning to support the delivery of the PBL program
9. Changing the assessment to suit the PBL curriculum
10. Encouraging feedback from students and teaching staff
11. Continuing evaluation and making changes

Collaborative learning is a situation in which two or more people learn or attempt to learn something together. Unlike individual learning, people engaged in collaborative learning capitalize on one another's resources and skills (asking one another for information, evaluating one another's ideas, monitoring one another's work, etc.). More specifically, collaborative learning is based on the model that knowledge can be created within a population where members actively interact by sharing experiences and take on asymmetry roles.

Technology aided Learning (TAL): -

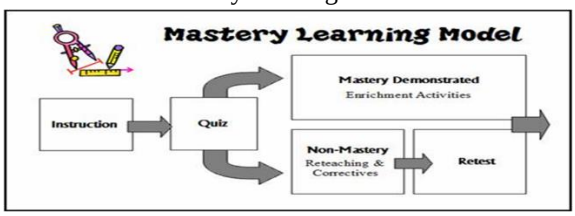
In the ICT revaluation era. TAL plays important role.

TAL as it supports each stage of education system, formal or informal, students or adults, private or public.

Quality education to rural and urban areas over a large geographical distance using technology will definitely increase the competitive power of society.

EDUSAT will serve TAL.

Assessment in mastery learning



In a mastery learning environment, the teacher directs a variety of group-based instructional techniques, with frequent and specific feedback by using diagnostic, formative tests, as well as regularly correcting mistakes students make along their learning path. Assessment in the mastery learning classroom is not used as a measure of accountability but rather as a source of evidence to guide future instruction. A teacher using the mastery approach will use the evidence generated from his or her assessment to modify activities to best serve each student. Teachers evaluate students with criterion-referenced tests rather than norm-referenced tests. In this sense, students are not competing against each other, but rather competing against themselves in order to achieve a personal best.

Other Strategies:-

Group Discussions

Description: Opportunity to pool and test ideas, experience and knowledge. When Used: Any time greater group participation is desired. Procedure: Requires pre-planned outline. Facilitator encourages and guides participation.

Panels

Description: A discussion in conversational form among a selected group of persons with a leader, in front of an audience that joins in later. When Used: As a technique to stimulate interest and thinking, to provoke better discussion The leader opens the discussion to the larger group, and summarizes.

Debates

Description: A pro-and-con discussion of a controversial issue. The objective is to convince the audience rather than display skill in attacking the opponent. When Used: When discussing a controversial issue on which there are fairly definite opinions on both sides to bring these differences out in the open in a friendly manner. Procedure: The group is divided into sides of pro and con. Each speaker should be limited to a predetermined time followed by rebuttal, if desired.

Experience Discussions

Description: A small or large group discussion following a report on the main point of a book, article, or life experience. When Used: To present a new point of view or an issue, to stimulate thought and discussion. Procedure: Participants plan how the review is to be presented, then have an open discussion on pertinent issues and points of view as experienced.

Role Playing

Description: The spontaneous acting-out of a situation or incident by selected individuals. When Used: As a basis for developing clearer insights into people's feelings, and the forces in a situation that facilitate or block good human relations. Procedure: The facilitator or group chooses an appropriate situation or problem.

Picture Making

Description: A way of bringing out ideas or principles on a topic by means of simple illustrations made by group members on a blackboard or large chart paper. When Used: As a technique to stimulate interest, thinking, and participation. Very good for flowcharts and models. Procedure: The facilitator and planning-group members select general principles or questions which would be suitable to illustrate.

Brainstorming

Description: Technique of creative thinking in which group members think about a problem or topic and express their ideas. When Used: To get new ideas and release individual potential in thinking about ideas.

Media and Audio-visual Material

Description: Media and audio-visual material is employed as a means of presenting information. When Used: When information from various sources is available for group presentation. Specific methods include: television programs, song lyrics, videotapes, audiotapes, pictures, slides, films, film strips, three-dimensional models, posters, demonstration objects, overhead transparencies, multi-media presentations using computers, photos, board displays and diagrams, flip chart papers. The class views the presentation and follows with discussion, role-play, etc

Team Teaching

Description: A way of bringing new ideas and people into the classroom. Similar to guest speakers, but the speaker is involved in the class for more than one session. When Used: When two or more facilitators can effectively combine their interests and areas of expertise, and share the class time and work.

Socratic Method

Description: A dialogue in which the leader asks leading questions of the group. When Used: To vary the routine of a regular class and when class participation is desired. Procedure: The facilitator prepares a topic for discussion, then leads the class through it by asking leading questions.

Demonstrations

Description: A visual way of presenting information to a group; often supplements a written presentation or lecture. When Used: When a topic or idea will have more direct impact if presented visually. Procedure: The facilitator either prepares the demonstration or asks a guest to do so.

Case Studies

Description: An actual account of a particular incident and/or problem is presented to the class. How the matter was resolved is included. When Used: When a specific example is the best means of illustrating a topic. This method is often used to supplement traditional lecture approaches to a topic.. The case study is presented to the class and is generally followed by a discussion.

Social Media

Twitter, Wikipedia, Blogs

Online Discussion

- Description: Opportunity to pool and test ideas, experience and knowledge.
- When Used: As a supplement or instead of a face-to-face discussion.

Instruction Games and Simulations

Simulations or instruction games involve students in some kind of competition or achievement behavior in relation to a specific objective. The advantage of such a strategy is that students are actively involved in the learning process and must react to the information instead of passively receiving the content of the course.

Tutoring

A tutor guides a student, usually individually, in a particular subject or for a certain purpose. This allows interaction with students who in large settings are uncomfortable about asking questions and seeking clarifications. Independent studies entail use of this teaching method. Etc.

CONCLUSION

Teaching strategies like the Core Six give teachers proven and practical ways to respond to the rigorous demands of the Common Core. When used well, they also incite students' thinking, turn the process of learning into an active quest, and build the skills students need to be ready for college and careers.

The Core Six also increase schools' capacity as professional learning communities. In high-functioning professional learning communities, educators learn together, share their best ideas with one another, and help every member improve. All of these collaborative learning activities are predicated on a common language. The Core Six are a foundation for that common language. When teachers learn a manageable number of strategies, and when these strategies are commonly named and defined, teachers can have substantive conversations just by comparing notes.

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