



Innovation in the Teaching of Teacher Educators

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Abstract

According to need of era, for improving the quality of school education it is necessary to bring changes in teaching learning field. To bring such changes in school- teaching first it is necessary to bring such changes in teacher education. It is the responsibility of teacher education to introduce these techniques and make familiar student teachers about new ways of teaching which assist school students for learning. For introducing new ways of teaching, teacher educators are the role models, Teacher educators should adopt these strategies in their teaching. If teacher-educators will adopt these strategies in their teaching surely student teachers will understand that how to apply, how to use and how to administer such techniques in the class.

To find how many teacher educators adopt such techniques, bring innovation in their teaching researcher undergone survey study and came to conclusion that most of the teacher educators are applying only lecture method for transaction of content. Need to bring innovation in teaching of teacher educators.

Key Words: Teaching, Teacher Educator, Teacher Education.

1.1 Introduction

We live in the era of information technology. Due evolution in science and technology there are tremendous changes occurred everywhere. Teaching is one of the field. Teaching means assistance for learning. Due to researches in psychology and researches about teaching-learning process new teaching methods, techniques and

ways are emerged. Conclusions from researches related to brain based learning and constructivism help us for understanding the learner.

According to need of era, for improving the quality of school education it is necessary to bring changes in teaching learning field. To bring such changes in school- teaching first it is necessary to bring such changes in teacher education. It is the responsibility of teacher education to introduce these techniques and make familiar student teachers about new ways of teaching which assist school students for learning. For introducing new ways of teaching , teacher educators are the role models, Teacher educators should adopt these strategies in their teaching. If teacher-educators will adopt these strategies in their teaching surely student teachers will understand that how to apply, how to use and how to administer such techniques in the class.

Our systems of school educations and teacher educations are examination oriented. There is a pressure on the teacher by the headmaster, the management and parents to complete the syllabus within the time frame. A teacher educator faces similar challenges in teacher education institutions. Consequently the issue of preparing students for the examination comes to the forefront and innovations are neglected. Most of the time it is observed that teacher educators introduce and discuss new techniques and new methods of teaching theoretically that is by lecture method but do not demonstrate those method and techniques properly. So the student teachers understand only theory but they fail to understand the way of actual teaching of that particular method or technique.

For improving the quality of school education first it is necessary and important to improve the quality of teacher education and for improving the quality of teacher education teacher educators should bring innovation in their teaching.

To find how many teacher educators adopt such techniques , bring innovation in their teaching researcher decided to adopt survey study. For this she chose the following topic.

1.2 Title of the Research Paper

A study of innovations in the teaching of teacher educators

1.3 Explanation of the terms used in Title

1. Innovation :

Innovation is typically understood as the introduction of something new and useful, for example introducing new methods, techniques or practices or new or altered products and services.

Some definitions of innovation

- Process of making improvement by introducing something new.
- Process of translating new ideas for improvement of teaching-learning.
- A new idea, method or device.
- Successful operation of new ideas.
- Changes that create a new dimension of performance.
- A creative idea that is realized.
- Capabilities of continuously realizing a desired change.

In this study the term innovation is used for new methods and new techniques used by the teacher educator for effective teaching learning process.

2. Teaching :

Teaching is a simple presentation of the matter. It is the explanation of the topic, given with the various examples, to help the students to understand. It is oral description, narration and experience given by the teacher to students for their learning.

Some definitions of teaching are given below,

- Teaching is an intimate contact between a more matured personality with a less matured, which is designed to further the education of the later.--- Henry Morrison.
- Teaching is a system of actions intended to induce learning.---Smith.
- Teaching is a series of acts carried out by a teacher and guided by a formulation of teaching task in a formalized instructional situation.---S.K. Mitra.
- Teaching is an act of assisting another to learn.

In this study the term 'Teaching' means a method, or a way used by a teacher educator for transaction of theory in the B.Ed. Class.

3. Teacher Educator :

Teacher Educator means a teacher who teaches in D.Ed., B.Ed. as well as M.Ed.class.

In this study the term ‘Teacher Educator means a person who teaches only in B.Ed. college affiliated to S.N.D.T. Women’s University.

1.4 Objectives of the Study

1. To collect the information about innovation in teaching from teacher educators.
2. To find out variety in teaching of teacher educators.
3. To suggest alternatives for improving the quality of school education.

1.5 Research Methodology

A survey method is used for this study.

1.6 Sample

Data is collected from 50 teacher educators working under S.N.D.T. Women’s University, Mumbai.

Also data is collected from 100 student teachers studying in various colleges affiliated to S.N.D.T. University.

1.7 Data Collection tools

1. Questionnaire for teacher educators
2. Interview of student teachers

1.8 Statistical Tool

Percentage

1.9 Scope and Limitations of the Study

1. This study is limited only for the teacher educators who are working in the Colleges of Education affiliated to S.N.D.T. University, Mumbai.
2. The scope of this study is only up to Maharashtra state.

1.10 Classification of Data

With the help of questionnaire data is collected from 50 teacher educators. Classification of data is done on the following basis.

1. Use of communication media in teaching.
2. Use of various techniques in teaching.

3. Variety in teaching methods other than lecture method.
4. Transaction of content with the help of 'Models of teaching'.

1.10.1. Use of Communication media in teaching:

Following communication aids were used by teacher educators in their teaching.

- i. Over head projector
- ii. Computer assisted instructional program
- iii. Films
- iv. Pictures, cartoons
- v. Printed material from newspaper, reference books; such as news, poems, moral stories, own created stories.
- vi. Radio/ television/cassette player
- vii. Activity sheets.

1.10.2 Use of various techniques in teaching

- i. Story telling
- ii. Brain storming
- iii. Concept mapping
- iv. Self learning
- v. Observation
- vi. Interview

1.10.3 Variety in teaching methods :

In the B.Ed. syllabus as a theory content, following various teaching methods are included. Teacher educator has to introduce the steps of all these methods. Here researcher wanted to know how teacher educators introduce these methods by lecture method ? Or by actual demonstration? Also she wants to know that whether teacher educators are applying these methods elsewhere while transacting subject content ?

- i. Project

- ii. Seminar
- iii. Exhibition
- iv. Inductive deductive method
- v. Problem solving method
- vi. Cooperative learning
- vii. Group discussion
- viii. Field visit

1.10.4 Use of ‘Models of teaching’

Models are the ways of participating students in actual transaction actively and mentally. Every time it is not possible to introduce any unit by using model, but while introducing same model it is possible to follow the steps according to that model. As well as while clearing concepts from subject content it is possible .

As a theory part following models are in the syllabus.

- i. Concept attainment model
- ii. Inductive thinking model
- iii. Advance organizer model
- iv. Judgeice prudential model
- v. Enquiry training model

1.11 Need of applying these tools, techniques , methods and models in teaching of teacher educators :

These tools, techniques , methods and models

- i. Make students to learn independently.
- ii. Develop thinking power
- iii. Develop observation skill.
- iv. Make students to think logically and critically.
- v. Raise confidence
- vi. Develop problem solving ability

- vii. Make attentive
- viii. Develop co-operative learning ability
- ix. Develop scientific attitude
- x. Develop creative power.

1.12 Analysis of data

Analysis of data is done with the help of percentage technique. Analysis is done according to classified data.

1.13 Conclusions from collected data

a. Conclusions regarding use of communication media in teaching :

| Name of Communication Aid | No. of teachers applying such Aid | Percentage of Teachers |
|------------------------------------|--|-------------------------------|
| OHP | 32 | 64 |
| Computer | 5 | 10 |
| Films | 18 | 36 |
| Pictures, Cartoons | 6 | 12 |
| Printed Material | 12 | 24 |
| Radio/ Television/ Cassette player | 0/4/4 | 0/8/8 |
| Activity Sheets | 4 | 8 |

1. Most of the teacher educators used overhead projector in their teaching Data shows 64% teacher educators use OHP.
2. Only 8% teacher educators asked to watch television, radio and cassette player.
3. Only 8% teacher educators asked student teachers to prepare activity sheet.

Actually ‘activity sheet’ tests students understanding, raises capacity of self learning, engages students in learning, increases curiosity. But teacher educators are unaware about functions and advantages of activity sheet , so the percentage of applying or asking to prepare activity sheet is low.

b. Conclusions regarding use of various techniques in teaching :

| Name of technique | No. of Teachers using such Technique | Percentage of Teachers |
|--------------------------|---|-------------------------------|
| Story Telling | 5 | 10 |
| Brain Storming | 2 | 4 |
| Concept mapping | 2 | 4 |
| Self learning | 10 | 20 |
| Observation | 2 | 4 |
| Interview | 4 | 8 |

1. Percentage of using various techniques in the teaching of teacher educators is very poor. Overall only 4 % teacher educators use Story Telling, Brain Storming and observation techniques in their teaching.

2. 20 % teacher educators gives some units for self learning and conducting discussion regarding those units in the class.

c. Conclusions regarding variety in teaching methods :

| Name of Method | No. of teachers using such method | Percentage of teachers |
|----------------------------|--|-------------------------------|
| Project | 10 | 20 |
| Seminar | 40 | 80 |
| Exhibition | 25 | 50 |
| Inductive deductive method | 08 | 16 |

| | | |
|------------------------|----|----|
| Problem solving method | 10 | 20 |
| Cooperative method | 15 | 30 |
| Group discussion | 20 | 40 |
| Field visit | 40 | 80 |

Variety of percentage is found in applying various methods in the class.

1. Highest percentage of applying ‘Seminar method’ and ‘ Field Visit method’ is 80%.
2. Lowest percentage is 20% for applying problem solving method.
3. 30% teacher educators used cooperative learning method.
4. 40% teacher educators used group discussion method.

It was found that there is a practical work related to these methods in the B.Ed. syllabus, that why some percentage is found of applying such methods in teaching. Researcher feels that as it is the part of practical work, result of applying these methods should raise up to 80 to 100%, but here found it is low.

d. Conclusions regarding apply of Models in class :

| Name of Model | No. of teachers using such model | Percentage of teachers |
|---------------------------|---|-------------------------------|
| Concept attainment model | 5 | 10 |
| Inductive thinking model | 2 | 4 |
| Advance organizer model | 2 | 4 |
| Judgeice prudential model | 1 | 2 |

| | | |
|------------------------|---|---|
| Enquiry training model | 2 | 4 |
|------------------------|---|---|

Percentage of transacting content with the help of Model is very poor. Teacher Educators are teaching models theoretically, not showing demonstration of model. Only 10 % teacher educators using concept attainment model in transaction of subject content and show how to apply that model. For other models average percentage is 3.5%

1.14 Overall Conclusions from collected data and discussion with student teachers.

1. Percentage of innovation in teaching of teacher educator is very poor.
2. Most of the Teacher Educators introducing innovative methods by lecture method .

Teacher Educators have to become role model for all faculty teachers but present study shows that Teacher Educators are applying only lecture method for transaction of content.

3. Communication aids chosen by researcher are easily available, not required much more finance, though very few teacher educators implement such aids .
4. According to student teachers no variety is found in teaching of teacher educators, it is boredom.
5. Teacher Educators aware about the theory and steps of various models of teaching but reluctant while in actual implementation .
6. Not showing resourcefulness as well not eager to learn new technology, such as computer

1.14 Summary

In New Curriculum Framework Review Volume II, mentioned a following note of Chattopadhyaya Commission under Teacher Education for Curriculum Renewal,

“ If school teachers are expected to bring about a revolution in their approach to teaching.... That same revolution must precede and find a place in the Colleges of Education...” Page 48

This study also proves that innovation is required in the teaching of teacher educators.

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