INNOVATIVE STRATEGIES IN TEACHING-LEARNING PROCESS

Ms Nidhi H. Rajyaguru

Bhavnagar-364002, Gujarat, INDIA, nhr7544@gmail.com

Abstract

Innovative practices are an inherent part of a curriculum that exemplifies the connection and relevance identified in educational research. They interject rigor into the curriculum by developing thinking and problem-solving skills through integration and active learning. Relationships are built through opportunities for communication and teamwork. innovative practices are applicable to all grade levels and provide the building blocks for instruction, Innovative practices motivate, engage and prompt students to learn and achieve. Students who receive a balanced curriculum and possess the knowledge, skills and abilities to transfer and connect ideas and concepts across disciplines will be successful as measured by standardized tests and other indicators of student success. Four innovative practices for teachers include teaching a balanced curriculum, teaching an integrated curriculum, differentiating instruction to meet individual student needs and providing active learning opportunities for students to internalize learning. This paper throws lights on innovative practices in the classroom

Keywords: Innovative practices, teaching strategies

Introduction

The Innovative Practices chosen here focus on those aspects of classroom teaching competence that are visible to one self and to others and thus becomes useful for formative evaluation. When components of excellence can be defined in language that details teaching actions that are confirmable performances, that is, neither minutely technical nor remotely abstract, we could investigate those actions in practice, either collaboratively or individually. In this spirit i offer a list of what i have struggled to learn to do in my 20+ years of college teaching about teaching. Even though classrooms vary in content and goals, believe this core set of Innovative practices does apply to most adult education environments, in both vocational and academic areas, albeit in differing degrees. It is my attempt to specify which of the myriad things and relations in Lecture Practices: effective ways to present new information orally to fit differences in learning styles. At times information must be transmitted orally to a passive listening audience. But research has shown that after 10 to 20 minutes of continuous lecture, assimilation falls off rapidly. If the teacher must rely on the oral presentation of material, these techniques enhance learner retention.

- Lecture/ Rhetorical

  Questioning. Talk in 7 to 10 minute segments, pause, ask pre-planned rhetorical questions; learners record their answers in their notes.

- Surveys with Exemplfier. Pause, ask directly for a show of hands: 'Raise your hand if you agree... disagree... etc.' or 'Raise yours hand if you have encountered an example of that.' Ask for a volunteer to speak for the response group whose hands are raised.

- Turn To Your Partner And Pause, ask each to turn to the person next to them and share examples of the point just made or complete a given phrase or sentence.

Halting Time (4): Present complex material or directions and then stop so learners have time to think or carry out directions. Visually check to see whether the class appears to understand. If they do, continue.

2. **Group Discussion Triggers:** effective ways to present a common experience to engage a group in a discussion. Awareness of complexity and enhanced understanding result when learners discuss the meaning of events with each other. But to be successful, groups need a common experience to draw them into participation, establish a personal connection with the content, and provide a shared referent from which to exemplify their ideas.

3. **Thoughtful Questions:** effective ways to formulate questions that foster engagement and confidence. What does .it mean to think? Some people would like to be able to think better, or, more usually, want other people's thinking to improve. But research shows that everyone is capable of thinking. The problem is to stop teachers from precluding the chance for it to happen. The right kind of questions opens to student's participation. The right questions focus the learner's attention upon applying their current understanding to the content or problem. The right questions are discoverable, that is, have follow-up avenues that a teacher can follow to lead a student to find an adequate answer using resources available (Socratic). Each success on one of these problems is a lesson to the learner that he or she knows how to think. (And each failure, a lesson in the opposite.) Note that none of these tutorial questions asks for recall of facts or information (didactic questions).

4. **Reflective Responses to Learner Contributions:** effective ways to establish mutually beneficial communication by reflective listening. When a learner contributes to the discussion or asks a question, taking the initiative to learn, what is the innovative way to respond? To facilitate self-discovery and self- appropriated learning, effective teachers respond without changing the topic to share their own information or perspective from a

posture of mutual respect, without domination. These three reflective, responses, when used in sequence, constitute a responding convention, a standard way to develop habits of talking that release the potentialities - of the learner and promote mutually significant sharing by both the teacher and the learner. Used in this order they sequence the amount of teacher control, starting with the lightest level.

5. **Rewarding Learner Participation:** effective ways to support learner actions with well-timed, encouraging positives. All teaching moves learners into areas of risk and incompetence. So often the job of a teacher is to find nascent deftness when it is easier to notice the maladroit.

6. **Active Learning Strategies:** effective ways to foster active, constructive participation All research on people, and on their brains, shows we learn by doing. Learning is a Constructing process. Here are the choices available in the literature on teaching. The problem lies selecting the type of activity to match the purpose the teacher has in mind.

* *Construction Spiral:* Pose problem questions in a three- step learning cycle-(1) each individual writes down their thoughts, (2) all share in a small groups of three, and (3) compile the answer on the board in front of the whole class avoiding any evaluation or changes to what the class offers. Let the group correct itself If weaknesses appear or more sophisticated understanding is needed, pose a second problem in the same manner. First questions usually begin at a reflex level to engage the students. Used to construct understandings and concepts.

- *Round*: Each person has a 2 or 3 minute opportunity to express his or her point of view on a given topic, or passes. while others listen. Used to elicit a range of viewpoints and build a sense of safe participation.

7. **Cooperative Group Assignments:** ways to assign formal cooperative tasks. One form of active learning deserves special attention because it overtly places the learners as workers, demands that each process beliefs and construct expression with co-workers, and forces the achievement of a group goal. That interdependence affects three broad and interrelated outcomes: effort exerted to achieve, quality of relationships among participants, and psycho-social adjustment. Ninety years of research and 600 studies show cooperative learning tasks that have clear goals and performance measures result in more high-level reasoning, more frequent of new ideas and solutions, and greater transfer of what is learned within one situation to another.1N. Cooperative learning groups embrace five key elements:

- positive interdependence

- individual accountability

- group processing

- social skills

- face-to-face interaction

Typically three to five learners work in heterogeneous groups. All cooperative designs have specific objectives, performance criteria and reward systems. In order for them to be successful, teachers must expect to spend time building cooperative skills and enforcing group self- assessment of them.

Team Member Teaching: Knowledge Outcomes: Like a jigsaw puzzle, each member of the team is assigned a portion of the whole. Ultimately responsible for knowing all, each group member teaches the others about his/her piece. Learners need explicit preparation in how to effectively communicate information to others.

Goals to Grades Connections: establish a logical agreement of goals and objectives, flowing to measures of performance, criteria, and grading. A formidable obstacle every teacher faces is how to analyze the content of a course, predetermine the outcomes desired, and communicate the necessary performance expectations to the learners in a detailed, congruous syllabus that logically connects goals to the measures for grades. That is, the objectives follow from the goals, the requirements are demonstrations of performance of those objectives, and the evaluation methods reflect attainment of the objectives to measurable criteria.

8. **Double Loop Feedback:** facilitating mutual awareness of how one learns learn times when the teacher should correct performance are often the most difficult as well as the most significant. It is easier to identify errors and deficiencies in the actions of others than to communicate them in a way that continues their willing engagement in correcting them.

9. **Climate Setting:** regulate the physical and mental climate. A large portion of teaching effectiveness involves setting the stage. The task of getting everyone comfortable enough to learn comes with the territory. Solve comfort issues first and the learning path is smoother. Research shows that successful teachers spend 10% of classroom time optimizing the arrangement of the Physical setting as well as the psychological setting-a climate of collaboration, support, openness, pleasure, and humanity:

- Meet the Learner's Needs Physical Comfort and Accessibility: Insure a comfortable environment where basic needs for all learners are met: heat, seating, quiet, etc.

- Define Negotiable and Non- negotiable Areas: Clearly specify those aspects of class performance that are the instructor's responsibility, such as essential procedures. external constraints, performance requirements (such as attendance, assignments), and summative evaluation – and those parts of the course that have mutual and negotiable responsibility (such as seating arrangements, breaks, groupings).

- Clarify the Instructor's Role:. Impart the explicit assumption that the teacher is here to facilitate learning by providing resources, tasks, and support. The teacher is not the fount of all knowledge. The teacher trusts the learners to want to learn and therefore will take responsibility for their own learning. Students answer the question, "In order to make this learning opportunity the innovative for me, what would I like to see the instructor do?" The task is to achieve consensus on what role the instructor will take.

- Clarify the Learner's Role as Members of a Learning Community: Clarify expectations the learners have for the instructor and expectations they have for establishing constructive relationships with each other. Students answer the question, "In order to make this learning opportunity innovative for me, what would I like to see my classmates do?" The class arrives at consensus on what obligations and responsibilities are expected by others.

10. **Fostering Learner Self- Responsibility:** allow learners to plan and evaluate much of their learning. Effective teachers offer ways for the learners to take an active role, for at least a portion of the course, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate strategies, and evaluating the outcomes. (31)

- *Involve Learners in Mutual Planning:* People tend to feel committed to any decision in proportion to the extent to which they have participated in making it.

- *Involve Learners in Diagnosing Their Own Needs for Learning:* A problem to solve is meshing the needs the learners are aware of (felt needs) with the needs their organizations, vocation, or society has for them (ascribed needs). Involve Learners in Formulating Their Learning Objectives. Promote attainment of at least a portion of the course requirements through flexible contracts by which the learner:

  1) translates a diagnosed learning need into a learning objective.

2)   identifies, with help, the most effective resources and strategies for accomplishing each objective.

3)   specifies the evidence that will indicate accomplishment, and

4)   specifies how this evidence will be judged or evaluated.

Involve Learners in Evaluating Their Learning: Teachers and learners together work to find out what learning occurs within the unique context every course presents. Classroom Assessment Techniques gather information to guide the adjustments both teachers and learners need to make to improve learning. (32) 12n the end, if people are to become independent, lifelong learners, they must learn to take full responsibility for their learning.

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