



INTRODUCING INNOVATIVE METHODS OF TEACHING DURING INTERSHIP

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Abstract

Teaching is a process of understanding learners, planning, preparing, delivering lessons, evaluating the effectiveness of teaching-learning and reflecting upon different aspects of teaching for its implementation and improvement.

In the teacher preparation programme, Internship assumes a central place. "Internship in teaching is an opportunity where the student teacher identifies himself with the teacher's responsibility of the school where s/he develops right attitude, interest, and abilities to perform oneself as a responsible teacher.



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Introduction-

Internship experience is an important stage in teacher training. It is an opportunity to apply theoretical knowledge gained in the classroom. It provides first-hand experience of the teaching-learning process. Effective practice for teachers includes – understanding learner development, individual differences, learning environment, subject content/knowledge, application of subject content, methods of assessment, planning for instruction, adopting various instructional strategies, learning professional ethics in teaching, and leadership and collaboration.

The trainee teacher would understand how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, so that s/he can design and implement developmentally appropriate and challenging learning experiences in future.

The trainee teacher should understand individual differences in diverse cultures and communities to ensure inclusive learning environments that allow each learner to meet standards.

The trainee teacher should learn to work with others to create environment that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.

The intern teacher should understand the central concepts, tools of inquiry, and structures of the discipline s/he teaches and create learning experiences that make the discipline accessible and meaningful for learners.

The trainee teacher should understand how to connect concepts and use differing perspectives to engage learning in critical and creative thinking and collaborative problem solving related to authentic local and global issues.

The trainee teacher should understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to inform in ongoing planning and instruction.

The trainee teacher should plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum and pedagogy as well as knowledge of learners and the community context.

The trainee teacher should understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information.

The trainee teacher by engaging in going professional learning should continuously evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community) and adapt practice to meet the needs of each learner.

The trainee teacher should acquire appropriate leadership skills in order to collaborate with students, families, colleagues, other professionals, and community members to share responsibility for student growth and development, learning and well – being.

Innovative Methods of Teaching-

It will take a great deal of creative effort to bring out the most creative thinking in your classes. Creative Instructors should not only be creative but also know their fields and know how to create an appropriate learning environment. When will it be most important for you to offer direct instruction? When is discovery most important? What are your expectations and how can you best communicate them? Answers to these questions are very diverse. Even for individual instructors teaching different courses or at various times of the year, no one technique will fit all needs. Here are some approaches or techniques for teaching creatively.

Brainstorming-

Brainstorming is a useful tool to develop creative solution to a problem. This is a lateral thinking process by which students are asked to develop ideas or thoughts that may seem crazy

or shocking at first. Participants can then change and improve them into original and useful ideas. Brainstorming can help define an issue, diagnose a problem, and identify all possible solutions. Define the problem clearly, lay out any criteria to be met, Keep the session focused on the problem, but be sure that no one criticises or evaluates ideas during the session, even if they are clearly impractical, as criticism dampens creativity in the initial stages of a brainstorming session. Ideas should be listed, rather than developed deeply on the spot; the idea is to generate possibilities. Accordingly, participants should be encouraged to pick up on ideas offered to create new ones. One person should be appointed as note-taker, and ideas should be studied and evaluated after the session.

Concept Mapping-

Concept maps represent knowledge in a graphic form. Networks consist of nodes, which represent concepts, and links, which represent relationships between concepts. Concept maps can aid in generating ideas, designing complex structures, or communicating complex ideas. Because they make explicit the integration of old and new knowledge, concept maps can help instructors assess students understanding.

Create a focus question specifying the problem or issue that the map should help resolve. List the key concepts (roughly 20-25) that apply to the area of knowledge. Put the most general, inclusive concepts at the top of the list, and most specific at the bottom. Build a hierarchical organization of the concepts, using post-it on a wall or whiteboard, large sheets of paper, etc. Revision is a key element in concept mapping. So that participants will be able to move concepts and reconstruct the map. Seek cross links between concepts, adding linking words to the lines between concepts.

Role-playing-

In most role-playing exercises, each student takes the role of a person affected by an issue and studies an issue or events from the perspective of that person. Role plays should give the student an opportunity to practise what they have learned and should interest the students. Provide concrete information and clear role description so that students can play their roles with confidence. Once the role play is finished, spend some time on debriefing.

Story boarding-

Story-boarding can be compared to spreading students thoughts out on a wall as they work on a project or solve a problem. Story boards can help with planning, ideas, communications and organization.

This method allows students to see the interconnections, how one idea relates to another, and how pieces come together. Once the ideas flow, students become immersed in the problem and raise their hands to other ideas. Use a cork board or similar surface to pin up index card or use Post-it notes on a whiteboard. Begin with a set of topic cards, and under each place header cards for general points, categories, etc. Under these, place sub-heading cards that will be containing ideas and details generated that support the headers. During a story board session consider all ideas relevant no matter how impractical they appear.

Decision Tree -

A decision tree is a visual and analytical decision support tool, often taught to undergraduate students in schools of business management, economic, and public health. They are simple to understand and interpret, have value even in the absence of hard data, and can be combined with other decision techniques.

Questioning activity -

In this exercise in questioning, students create a list of 100 question. There are no directions regarding what questions to ask and no judgment or criticism of question. Students will ask a wide range of question, increasing student productivity and motivation. As students focus on what they want to discover and generate their own question, they pursue answer without prodding. Question can be general or based on a particular topic or reading, instructors can give several examples from their own lists.

Laddering -

Laddering or the “why method” involves toggling between two abstractions to create ideas. Laddering techniques involve the creation, reviewing and modification of hierarchical knowledge. In a ladder containing abstract ideas or concepts, the items lower down are member or sub-sets of the ones higher up, so one moves between the abstract concrete.

Laddering can help students understand how an expert categorizes concepts into classes, and can help clarify concepts and their relationships. Beginning with an existing idea. “Ladder up” by asking, of what wider category is this an example? “Ladder down” by finding more example. Then “ladder up” again by seeking an even wider category from the new examples obtained from step 2. Generally, “laddering up” toward the general allows expansion into new areas while “laddering down” focuses on specific aspects of these areas. Why question are ladders up; so-what question are ladders down.

Brain-sketching –

To solve a specific problem, students make sketches and then pass evolving sketches to their neighbours. Students sit in a group of 6-8 around a table or in a circle. Question or problem should be well explained and understood by each student. Each participant privately makes one or more sketches and passes the sketch to the person on the right when it is finished or when a brief set time has passed. Participants develop or annotate the sketches passes to them, or use them to inspire new sketches which are also passed in turn. For effective learning, sketches could be posted and discussed by students.

Reversal -

The reversal method takes a given situation and turns it around, inside out, backwards, or upside down. Any situation can be “reversed” in several ways. Looking at a familiar problem or situation in a fresh way can suggest new solution or approaches. It doesn’t matter whether the reversal makes sense or not.

Fishbone -

The fishbone technique uses a visual organizer to identify the possible causes of a problem. This technique discourages partial or premature solutions and demonstrates the relative importance of, and interactions between, different parts of a problem.

On a broad sheet of paper, draw a long arrow horizontally across the middle of the page pointing to the right. Label the arrowhead with the title of the issue to be explained. This is the “backbone” of the “fish”. Draw “spurs” from this “backbone” at about 45 degrees, one for every likely cause of the problem that the group can think of, and label each. Sub-spurs can represent subsidiary causes. The group considers each spur/sub-spur, taking the simplest first, partly for clarity but also because a simple explanation may make more complex ones unnecessary. Ideally, the fishbone is redrawn so that position along the backbone reflects the relative importance of the different parts of the problem, with the most important at the head.

Group Discussion –

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. There are many kinds of triggers, but all are designed to precede group discussion, participants, therefore, become connected with both a concrete example of the content and each other.

Short Reading in class, especially contrasting viewpoints, trigger group discussion. Individuals given a Task or Problem to solve can complete the task and compare the results with their neighbours before the whole class discusses the answers. Case Studies may be taken up for factual account of human experience centered in a problem or issue faced by a person, group or organization. It can raise a variety of complex issues and stimulate discussions of alternative viewpoints. Similarly, seeing first hand creates a common ground. Video programmes are examples of ways to bring into the classroom direct depictions of the concepts being discussed. In Role Play, Learners explore problem in human relations by enacting the situations and then explore the feelings, attitudes, values and problem solving strategies. It attempts to help individuals find personal meaning within their social world and resolve personal dilemmas with the assistance of the social group.

Learning by Doing -

Research on people and their brains shows we learn effectively by doing. Learning is a Constructing process. The problem lies in selecting the type of activity to match the purpose the teacher has in mind.

Constructing Spiral: Pose problem question in a three-step learning cycle, Firstly let each individual write down his/her thoughts. Then, they share in small groups of three. And then, 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. Each student has a 2 or 3 minute opportunity to express his or her point of view on a given topic, or passes, while others listen. Teacher may use to elicit a range of viewpoints and build a sense of safe participation.

Simulations and Games: By creating circumstances that are momentarily real, learners can practice coping with stressful, unfamiliar or complex situations. Simulations and games, with specific guiding principles, rules, and structured relationships, can last several hours or even days.

Conclusion-

Effective internship should include not only understanding learner development, individual differences, learning environment, subject knowledge, application of subject content, methods of assessment, planning for instruction, learning professional ethics, leadership and collaboration but also introducing innovative methods of teaching.

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