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Pedagogical Innovations in Teaching Learning

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Abstract:

Pedagogical Innovations are concerned with the pressures of standardization of educational theories and pedagogical initiatives. These are insignia of quality enrichment and can support to improve the quality of education. It ensures the equity, equality and opportunities for higher educational attainment in global scenario. Truly; Pedagogical Innovations often initiate growth and excellence in pedagogical practices. This research paper highlights different characteristics of Innovative Teachers and explored various ways how to bring innovations in classrooms from which pedagogical practices are benefitted and enriched.

Keywords : Novelty, Applications, Improvement, Reflection, Creative and Courageous.

1.1 Introduction:

"Pedagogical innovation is significant positive change in enhancing and enriching educational experiences."

Pedagogical Innovations are the creation of innovative teachers who believe in high learning outcomes based on cognitive domains. These innovations are occurred where student learning is considered as top most priority. Pedagogical Innovations encourage vibrant approaches to teaching as well as learning in the course of creativity and innovation. Pedagogical innovations are concerned with innovations in pedagogical decisions, pedagogical practices and pedagogical knowledge. Innovations are basically associated with pure science and technology. But in pedagogical context, it has many forms and is also called scholastic Innovations. Technology may support pedagogical innovations in a better way. Pedagogical practices always require being novelty. Welder (2014) revealed that unlike technological innovations, these innovations are pedagogical

since they composed by pedagogical thinking particularly, and in human relations at the personal motivation of the dedicated professor. Teaching in novel ways that help students to learn and achieve learning outcomes like using emerging technology is also inhabit in the meaning of Pedagogical Innovations. It just means the innovation (in any form) is what a teacher bring into his/her classroom or learning environment that makes learning easier for students. Educational innovation involves introduction of a new idea or item or method in teaching by the teacher & the "successful" change or outcome which results in effective learning, from the adoption of that novel approach. Pedagogical Innovation is an assortment of educational and pedagogical practices that fulfill the following criteria:

According to (SITES-M2):

• Pedagogical Innovations produce evidences of substantial changes in pedagogy, for example teacher–taught interaction in learning environment, behavioural and instructional objectives of curriculum, evaluation policies and devices, teaching learning material or infrastructure.

• Technology contributes a significant role in the pedagogical decisions and practices.

• Through Pedagogical Innovations, measurable positive outcomes are evidenced The research reveals that any teaching delivered in the ways which are different as compared to the traditional practice of the lecture can be viewed as pedagogical innovation.

1.2 Seven Factors which affect Pedagogical Innovation:

Welder (2014) asserted on seven concepts/notions of pedagogical innovation i.e. Novelty, Change, Reflection, Application, Improvement, Relationship between Technology and Pedagogy.

1. Novelty:

The first factor of this model is novelty which comprises subthemes as uniqueness, surprising students, not what everyone does and it may be contrary to existing practice. The idea of novelty represents a new way of teaching different from the usual practice, which goes next to the standards and norms and has the power of surprising the students when implemented. For example, a teacher use social media or discussion form and asked his students to write about the delivered lesson in their own words and give conclusions. He may ask the students to watch a typical movie which can be based on delivered lesson in form of case study or something which is concerned to the lesson or curriculum. In summation to infuse the novelty, the teachers should have newness and uniqueness in their teaching style.

2. Change:

The second factor of this model is change and as we all know change is the only constant of life. Here it requires changing, adapting and reflecting, temporary but may be in unlimited. Teacher may change the introduction style in his lesson. He may change his teaching styles, instructional strategies, teaching illustrations etc. In fact change is the major or main factor which affects the concept of pedagogical innovations. Change and adaptations go side by side and these are to be managed and temporary in nature. It may be taken as changing from traditional teaching to hybrid teaching. Change and adaptations may be seen as spontaneous from face-to-face teaching to blended teaching, and from objective based approach to skill based approach etc.

3. Applications:

The third element of this model is application which contains the sub-themes of being a process, connected to the discipline, associated with the learners, coupled with technology at different levels and impacts, using tools with no explicit ownership. Teachers should know how to apply the knowledge into practical terms with new applications of technology which leads to pedagogical innovations.

4. Improvement:

The fourth component of the model is improvement which consists of improving, making the subject understandable with improvement in content quality, motivation and relating to success. Being a continuous phenomenon, the teacher always remains busy in making improvements in pedagogical concerns for being different and excellent teacher.

5. Techno Pedagogy:

Techno Pedagogy contains pedagogical thinking and in isolation of that the technology cannot lead to pedagogical innovations. Pedagogy without technology can exist, but there is no existence of technology without pedagogy in bringing high learner outcome. To have best fruits of pedagogical innovations it is necessary that knowledge of pedagogy and technology go hand in hand, and for the purpose, a professor may use Whatsapp, Twitter, Face book etc. for learning and teaching process.

6. Reflection:

Reflection is a component that comprises of questioning which leads to refection and further proceed to pedagogical innovations. Pedagogical Innovations are also based on teacher's creative reflection. As and when a teacher create some innovations in his teaching, through the notion of refection he may instantly observe the feedback about his new pedagogical formats. For generating new innovation in teaching, the teachers must be dynamic, adaptable to the new situations easily and must be reflective in nature.

7. Human Relations:

Human reactions as a factors is concerned with teachers' human vis-à-vis personal aspects. It signifies that innovation is generated within and through relations, moving closer to one's pedagogical ideals, learning as an educator, taking risks and linked to the teacher's personality as a whole. Since it includes risk taking which may signify an innovative professor as an imbalanced personality. But it is also worth mentioning that this is also a learning opportunity for the teacher who is taking initiatives for pedagogical innovations. Pedagogical ideals of a teacher lay greater influence on pedagogical innovations. Human and pedagogical relationships construct pedagogical innovations in collaborative form. For example, a teacher alone may not generate pedagogical innovations but with collaboration of students, contents, colleagues and stakeholders must lead to innovation. Pedagogical Innovations normally are positioned with professor-student relationship, and professor's outside world relationship.

1.3 Characteristics of Pedagogical Innovations;

The various characteristics of Pedagogical Innovation can be discussed as under:

• It is a novel way of teaching, distinct from those commonly used.

• It is customized and surprises the students.

• It represents temporary variations in pedagogical decisions of a teacher to enrich the teaching excellence.

• It is the outcome of pedagogical, intellectual, creative frame, psychological and sustained practice having multi-levels and multi-impacts.

• These innovations are linked with learners, syllabus, and content, technology that aims to improve quality concerns, and make the subject well understood by students.

• Technology may support pedagogical innovations.

•Innovation is the outcome of pedagogical thinking and decisions with blend of human relationship at the will of a devoted professor.

• Pedagogical Innovations are new ways of teaching considered as purposeful action that aims at improving the learning outcomes of the student in a sustainable manner.

• Pedagogical Innovations are concerned with intentional, measurable and sustainable enhancements in curriculum, teacher-learners interaction styles, ways of assessment and evaluations that is unlikely to happen frequently.

• It is in contrast with traditional teaching methods and systems largely used by majority of teachers.

• These innovations are the emblem of intellectual, pedagogical, creative, psychological and sustained attitude that makes it progressive.

• It binds the learner, discipline and technology in a way that improves the quality of pedagogical practices and promote high learning outcome.

• It may differ from standard instructional methods and evaluation devices.

• It is concerned with support of new and unique ideas in instructional techniques that will promote the learning in more effective and exciting ways.

• These innovations are also concerned with teachers' conception of student learning and transforming them in innovative learner through the teaching strategies used in class.

Characteristics of the Innovative Teacher Innovations in educational experiences are based on innovative teachers. There are some innovative teachers whom proceed pedagogical innovation to make teaching and learning interesting, enjoyable and attainable. They can become change agents. There are some unique characteristics which supports a teacher to be an innovative teacher.

1. Creative:

Innovative teachers are creative having attributes of fluency, flexibility and originality in their ideas. Creativity does not always carry the sense of artistic but in teaching, a teacher must be creative in thinking and approach. By applying brainstorming approach, teacher can change his teaching style to make the lesson more interesting. A creative teacher better know how to harness the creative potential of his students. San Diego, has identified four essential competencies for creative expression:

·Capturing i.e. collecting and preserving new ideas.

· Challenging i.e. putting forth tough problems for solution.

· Broadening i.e. advancing creativity through learning of new and interesting things.

· Surrounding i.e. connecting with curious and diverse things and people.

2. Collaborative:

In the field of education, it is necessary to share and collaborate new ideas, solve problems and share success among professionals bringing true innovations. This is a special characteristic of an innovative teacher who always try to explore new experiences, new topics and new adventures related to pedagogy and contents with their professional groups. Through collaboration one may gains new insights and perspectives that lead to innovation.

3. Courageous:

Innovative educators are courageous people who relish to learn new concepts and new things. They are not afraid of taking risks in their learning and teaching.

4. Curious:

Innovative teaches possess curiosity. They are inquisitive in nature and always love to explore new ideas and the answers of why?

5. Connected:

Innovative people get associated with world around through digital world or community regarding their professional development. Innovative educators feel concerned about the needs of their students and their own pedagogical ideas concerning what is best for each and every student according to their learning levels.

6. Compassionate:

Compassion i.e. care is an essential trait which is unique quality of innovative teachers. It signifies teacher's attention and affection for their students.

7. Committed:

An innovative teacher is committed to life-long-learning and refraining away from being closed-minded. This devotion is necessary for a true innovative teacher for providing their best educational experience to their students.

8. Reflective:

An innovative teacher must possesses the quality of reflection through which he must constantly examine classroom processes and concepts for the excellence in teaching.

9. Value and Ethics:

Innovative teachers possess strong value system. They are strong believer of teaching values and ethics and establish themselves as a great teacher. Excellent teaching is not accidental but incidental. They believe in being a role model to the students by showing their gestures of care by their actions not just with words. They are known for their tough decisions even when it may not be popular and accepted. They stand up for their beliefs, integrities and ideologies.

1.5 Diverse Ways We Can Make Classrooms More Innovative

There are diverse ways from which we can make our classroom more innovative. This is the major challenge for a teacher how to achieve each student's attention, and how to deliver the ideas effectively enough for a respectful impression? By following some of the following ideas we may create our classroom more innovative and vibrant:

1. Creative Teaching by Brainstorming and using Audio & Video Tools: In making classroom more innovative, teachers may take the help of teaching tools in form of games or visual exercises; and brain storming sessions which will stimulate young minds and generate their interest. Brain storming sessions are called the vital ways to get the inspired juices flowing. By encouraging multiple brains to focus on one idea, teachers may catch plentiful ideas. This process will also increase participation of each and every one in the class. Teacher has to think of diversity of ways to cultivate their creative ideas. This can be done by encouraging and giving freedom to them to discover different ideas. Teachers may incorporate audio-visual materials in their lectures. These can be in the form of models, short movies, pictures, slide presentations and other mind mapping and brain mapping skills and number of smart apps that will help to develop understanding the concept better. These tools also help in enhancing and enriching their critical understanding ability, problem-solving skills and blossom their imagination.

2. Real-World Experience: Teachers may infuse real-world experiences in their lessons as it will enrich classroom learning with life skills. By relating and demonstrating the concept with real-life situations, the understanding of the lesson will become stress-free and easy to learn. It will also spark the interest of the learner where they will feel excited and involved.

3. Teaching Technology outside the Classroom: There is famous statement of learning outside from four walls of classroom which may be associated with Teaching Technology outside the classroom. Some contents are learnt best when they are taught outside of the boundaries of classroom. Organization of field trips that are relevant to the lessons or just merely taking the students for a walk outside of the classroom may sometimes even serve the purpose as the students will find it fresh and exciting. Without taking much of the efforts, they will learn and remember what you intended to teach them.

4. Role Playing and Simulations: Role playing is also an excellent teaching tool through which a teacher can develop interpersonal skills among their learners. This strategy is convenient in teaching literary concepts, historical facts and contemporary issues. Role play methods try to connect the learner with content matter and real & everyday task.

5. Motivating and Inspiring Classroom Environment: When a classroom is well-decorated with academic inputs, it will help to motivate and inspire heart and mind of a learner. This stimulating class room environment make thinking and learning process superior and encouraging.

6. Puzzles and Games: Educational experiences will be enjoyable when puzzles and games become part of it. When lessons are introduced through games and puzzles it helps learner to think critically, creatively and problem solving.

7. Generate a feeling of personal connection: For educational innovations, it is necessary for a teacher to connect with his learner and current trends of education. Through this connect a teacher can be successful in teaching the lesson and course material in an innovative way.

8. Designing the interactive lessons with support of technology: Innovative and creative teachers is always search for more interactive, interesting amazing lessons supported by technology. These technological enriched lessons makes teaching lively and long-lasting. It also increase their students' willingness to learn an Classroom engagement.

9. Make Priority what's most important: A teacher must know about the priorities of his personal and professional life. A teacher need to look beyond the personal work and targets by looking beyond the individual situation and instead need to look at it from the eyes of the students. It signifies that by using empathy, only then a teacher will truly be able to bring about innovation. One has to find ways to bridge the gap between the traditional image of teachers by creating an encouraging and supportive environment in the classrooms. This will automatically enhance student engagement, thereby increasing the teaching efficacy.

10. Mind-set: Teaching attitude of a teacher will surely change the mind-set and mood of learner's further leads to overall classroom learning environment. This is the teacher who sets the tone of the classroom from entering the class. Students like, praise and follow the dedicated and committed teacher. Teachers must have the passion for their teaching profession. Designing and delivering the learning context is based on teacher mind set which is central to innovative learning process. Professional Development courses must be taken consideration that training should be based on students point of view not teachers point of view to explore new innovations.

11. Self-Reflection: Self-reflection is concerned with a way of self-analysis by the teachers while using instructional strategies what they are teaching is equivalent with student's response. This is significant concept for teaching profession for analyzing and accessing what should be or should be not in their instructional style and instructional strategy. They can evaluate their own teaching paradigms in form of teaching strategies, delivery mechanism and finding classroom success can always be improved.

12. Construct or Create Flexible Learning Environments: It is crucial for teachers to plan and make strategy how to use classroom space. Classroom space should be more spacious where students would be able to work alone, interact with peers and collaborative activities. Learning spaces should be not rigid but flexible which support one to one teaching, collaboration, critical and independent thinking and group discussions.

13. Personality Matters-Create A Place for All Learners: Researches have revealed that critical differences between introverts and extroverts is that extroverts are more comfortable in social interaction get energy and enthusiasm where introverts magnify their energy from silent zone and to think and reflect alone. Therefore, it is must for extroverts for growing their potential that they should be given group work discussions. In reverse, for introverts growth and potential, there should be focus on reflections or individual research and from this, introvert can thrive and blossom. They can also become easily annoyed or get in trouble for trying to get attention, talking, sneaking in on social media, and becoming disruptive. When possible, teachers can offer students options of working in groups or on their own. Extroverts can complete some projects alone, and introverts can choose to collaborate, both of these ways of teaching are critical to meet the needs of different learner segments. Teachers, who provide activities that best engage, inspire and sustains students' love for learning are more prone to put in their best efforts, enjoy the process and find the positive results.

14. Use Problem-Finding: There is a concept of problem discovery which is very popular as compared to problem-solving. Problem discovery can be done by assist students to look at the surroundings by exploring gaps to fill using problem findings. This process can be done through problem shaping and problem solving together. In problem finding process, it requires a logical and inspired vision to search for what might be missing or should be added to something important. From this strategy, students can be equipped with the skill of critical understanding, creative expressions and problem solving.

15. Let Students Take Risks and Fail. : Students need to experience failure to learn. When teachers provide real-world projects that give students problems to solve, they are offering a platform for students to learn from failure, step up again and again to eventually find success. Failure should be taken as individual student growth. Learners should be challenged with real world problems to tackle and let them fail and to try again. It gives them confidence that their voice matters. Pedagogy of 21st century is based on inquiry and innovations as compared to traditional pedagogy which is based on rote memory.

16. Flipped Classroom Model: The main attraction of 21st century classroom is flipped classroom model. This model is reverse with traditional model of teaching. In this model, teaching and classroom events are in reverse order. Before coming to classes, students are given homework or task and they can view lecture material in form of pdfs and video. In class, teacher and students would take part in various activities concerned with reflection and observation of the prescribed lecture. This would also lead to peer-to-peer learning, group discussions, self-directed learning.

1.6. Conclusion; Pedagogical Innovations are emblem of excellence towards quality concerns in educational experiences. This specific term is associated with creation and

innovation of new and unique ideas in instructional techniques that will promote the learning in more effective and exciting ways. There are seven notions of pedagogical innovation having different attributes as novelty, change, application, and improvement, Techno Pedagogy, Reflection and Human Reaction. There are various characteristics of Pedagogical innovations which make it unique one.

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