

Effective Teaching and Learning Through Strategies and Innovative Methods

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Abstract: Education plays an important and critical role globally in developing a skilled workforce. For many decades, the use of textbooks has been the traditional method of instruction; however, the emergence and implementation of teaching effectiveness assessment techniques has discovered that most students do not absorb the course content up to the expected level. As a result, many researchers have focused on advancing and improving the existing learning methods, as well as introducing and experimenting with new teaching styles. Recommendations include empowering teachers through various innovative teaching methods (flipped classroom, Collaborative, Problem based Learning.)

Keywords: Innovation, Teaching Methods, Teaching Strategies, Teaching Techniques

I. INTRODUCTION

The purpose of this paper is to evaluate the traditional methods of teaching as well as multimedia teaching and to suggest other useful teaching methods that can be attempted in imparting knowledge to the students. Basically teaching must include two major components sending and receiving information. Ultimately, a teacher tries his best to impart knowledge as the way he understood it. So, any communication methods that serve this purpose without destroying the objective could be considered as innovative methods of teaching. The use of innovative methods in educational institutions has the potential not only to improve education, but also to empower people, strengthen governance and galvanize the effort to achieve the human development goal for the country. In an era where technology enhancements and innovations are in their prime, there are many opportunities for innovative learning and teaching methodologies. Traditional teaching methods were primarily based on a teacher explaining a topic of a textbook; students were not active participants in the class. New teaching methods, however, encourage the students to take an active role in the class to awaken their curiosity and creativity.

The paper examines the following: Effective teaching and learning, teaching strategy, teaching approach, trends in teaching method, innovative teaching method conclusions and recommendations.

II. EFFECTIVE TEACHING

Effective teaching as a process related to the teachers actively conscious of the individuality of each of the child, including his needs, strengths, weaknesses, growth patterns and background of experiences describes Obi in (2003). This implies that effective teaching is the process by which an effective teacher creates an atmosphere for a nourishing teaching and learning. Effective teaching is therefore the process of achieving the objective of teaching as well as goals of education through an effective teaching.

Components of Effective Teaching

Obi (2003) identifies five components of effective teaching to include:

- knowledge of the subject matter
- ability to help students with their works
- Presenting subject matter appropriately.
- Motivating students to excel and
- Firmness/fairness in preparing marking guides and grading of examination

Effectiveness demands for teacher's improved relationship with their work in terms of job satisfaction, productivity for efficient and effective achievement of the schools objectives and educational goals.



Qualities of expected of an effective teacher include:

- Having a clear voice
- Speaking at a moderate rate
- Using of strong voice
- Varying of tone of voice
- Using languages/terminologies easily understood
- Using facial expression and gestures
- Boldness and friendliness
- Close observation/supervision of the students
- Being dynamic, enthusiastic, creative and innovative
- Seeking knowledge for up-dating (Anyachebelu 2005)

Teaching Strategy

The forms of teaching strategy are based on the subject content to be taught. This is illustrated with Edgar Dales cone which supports

"Tell me and I'll forget, Show me and I may remember, Involve me and I'll understand."

People generally remember.

10% of what they read
 20% of what they hear
 30% of what they see
 50% of what they hear and see
 70% of what they say
 90% of what they say as they do a thing

The point being made is that innovativeness in teaching methods requires strategies plus effective use 'and integration of instructional materials.

Teaching Approach

• Teacher-centered education

In teacher-centered education, students put all of their focus on the teacher. You talk, and the students exclusively listen. During activities, students work alone, and collaboration is discouraged.

Pros

- ✓ When education is teacher-centered, the classroom remains orderly. Students are quiet, and you retain full control of the classroom and its activities.
- ✓ Because students learn on their own, they learn independence and make their own decisions.
- ✓ Because you direct all classroom activities, you don't have to worry that students will miss an important topic.

Cons

- ✓ When students work alone, they don't learn to collaborate with other students, and their communication skills may suffer.
- ✓ Teacher-centered instruction can be boring for students. Their minds may wander, and they may miss important facts.
- ✓ Teacher-centered instruction doesn't allow students to express themselves, ask questions, and direct their own learning.

• Student-centered instruction

When a classroom operates with student-centered instruction, students and instructors share the focus. Instead of listening to the teacher exclusively, students and teachers interact equally. Group work is encouraged, and students learn to collaborate and communicate with one another.

Pros

- ✓ Students learn important communicative and collaborative skills through group work.
- ✓ Students learn to direct their own learning, ask questions, and complete tasks independently.
- ✓ Students are more interested in learning activities when they can interact with one another and participate actively.



Cons

- ✓ Because students are talking, classrooms may often be noisy or chaotic.
- ✓ Teachers may have to attempt to manage all students’ activities at once, which can be difficult when students are working on different stages of the same project.
- ✓ Because the teacher doesn’t always deliver instruction to all students at once, some students may miss important facts.
- ✓ Some students prefer to work alone, so group work can become problematic.

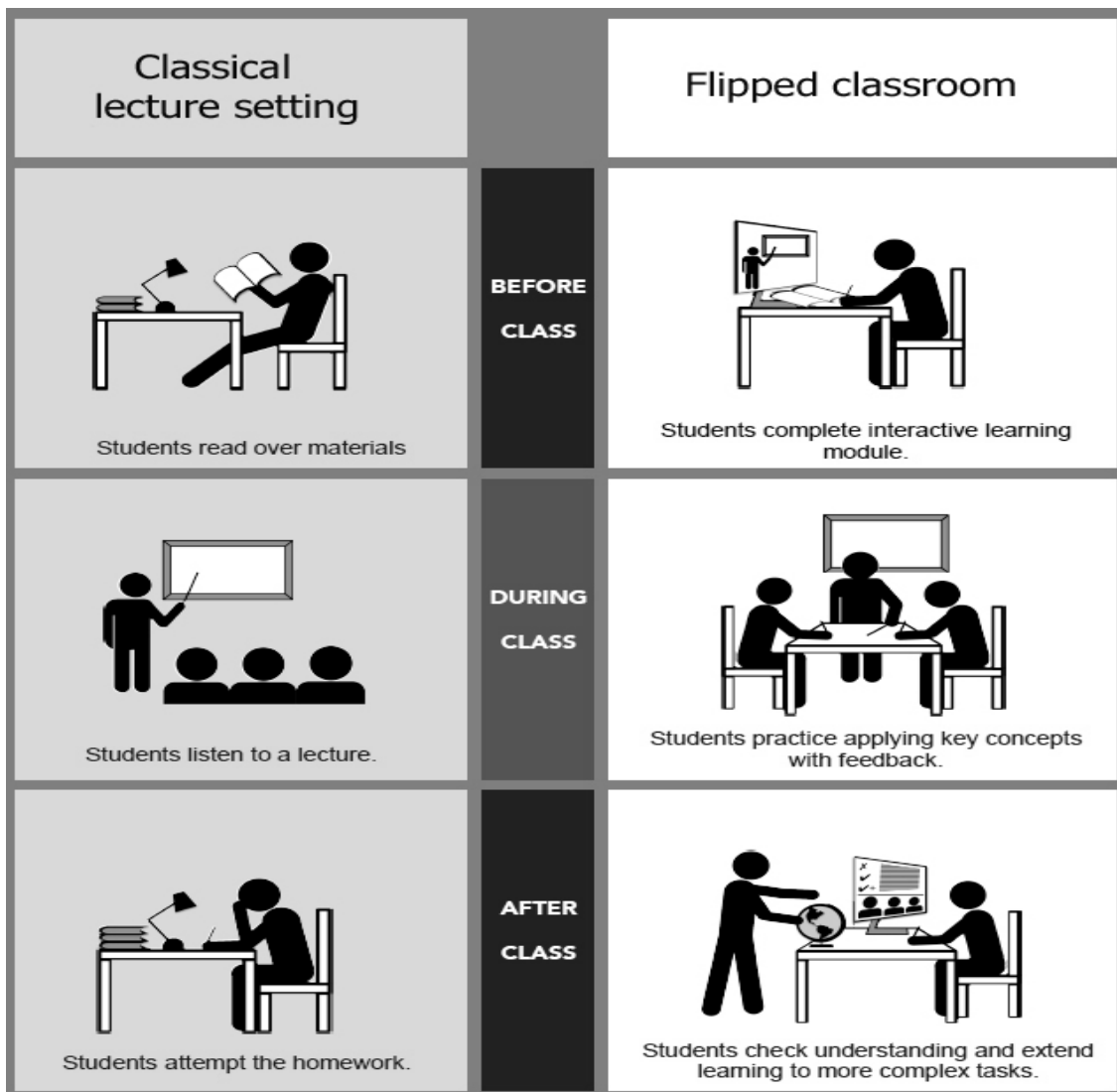
III. INNOVATIVE TEACHING METHODS

The innovative existing teaching methods demand that no one teaching method is adequate for effective teaching and learning of a concept or subject-matter.

• **Flipped Classroom**

A flipped classroom is where students receive the key instructional elements at home. Then in the classroom, they apply the knowledge. Instruction can be provided through videos, websites, DVDs, CDs, or any other form that provides a clear instructional message. In the classroom, students work together under the guidance of the teacher in applying the instruction to complex problems.

Using the flipped instructional model, teachers and students can spend more time working together and investigating into complex problems. Teachers are better able to meet Common Core Standards.





- ✓ Increase Communication Between Students And Instructor
- ✓ Improve Student Participation In Learning Procedure
- ✓ Develop Interpersonal Skills
- ✓ Increase Motivation

• **Collaborative Learning**

It allows students to actively participate in the learning process by talking with each other and listening to other points of view. Group projects and discussions are examples of this teaching method. Teachers may employ collaboration to assess students abilities to work as a team, leadership skills, or presentation abilities.

Team formation in the Class (Heterogeneous Teams)

Group Number 1	Group Number 2	Group Number 3	Group Number 4
Good Performer	Average Performer	Average Performer	Low Performer
First Internals marks > 85%; Submitted & Completed practical assignments in time	First Internals marks was in the range of 60 to 85%; Submitted & completed practical assignments in time		First internals marks < 60%; not submitted practical assignments in time

Each group should have Mixed performance students so that the low performing student will ask and learn from Good and Average performing student or vice-versa .

During collaborative work specific steps followed:

- ✓ To keep the discussion going amongst the team members
- ✓ To Motivate non-participating members
- ✓ To open a Deadlock
- ✓ Deadlock Situation Encountered: Few teams were finding it difficult or were not able to proceed or sitting with no progress.
- ✓ To Keep the collaboration from wandering from objectives

IV. PROJECT BASED LEARNING

Project-based learning begins with an assignment to carry out one or more tasks that lead to the production of a final product- a design, a model, a device, a computer simulation and the analysis and interpretation of the data. Project-based learning gives learners the opportunity to expand their knowledge base and develop skills through problem solving and investigation.



This study will help faculty members select the appropriate teaching methodology according to the course learning objectives to meet the students’ needs and concerns, benefitting both students and teachers, also recommendations are to take student one minute, one line feedback at the end of every lecture.

**V. CONCLUSION**

The paper made attempt to teaching methods such as teaching, learning, teaching strategy, teaching techniques, teaching approach and teaching methods. Two major trends of teaching methods were highlighted. Already in use teaching methods were grouped and categorized into three innovative teachings methods viz: Flipped Classroom, Collaborative Learning, Project Based Learning.

Recommendations

This will help to ensure that new graduate teachers will be fully equipped for effective teaching and learning. Seminars, conferences and workshops should be organized for the practicing or serving teachers and lecturers as a way of updating their stalls/ knowledge and in the application of these methods to enhance quality teaching and learning for self-reliance.

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