

Innovative Teaching and Teaching Improvement

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ABSTRACT

To discover who innovative teachers are, their practices, and how they might have impact on the improvement of teaching on higher education. The term innovative teaching represents a construct, comprised of a cluster of qualities including effective interaction with learners, openness to change, persistence, reflective practice, specificity of approach, and discipline-embedded pedagogy. Innovative teaching is more than the light bulb that comes on when innovation occurs, more than going where no one has gone before. The better teachers, are genuinely interested in students, and carefully analyze their teaching. They also help students take responsibility for their own learning, usually rely on active learning strategies, create a safe classroom environment, work with their students as colleagues, often measure their success by the success of their students, and seek out colleagues who also value teaching. To reinforce teachers those who bring innovations into their teaching and motivate teachers are advocates and models of effective teaching.

I. Introduction:

Education is a light that shows the mankind the right direction to surge. If education fails to inculcate self-discipline and commitment to achieve in the minds of student, it is not their fault. We have to convert education into a sport and learning process has to generate interest in the students and motivate them to stay back in the institution than to run away from it. Education should become a fun and thrill to them rather than burden and boredom.

The expression “best practice” was originally borrowed from the professions of medicine, law, and architecture, where “good practice” or “best practice” are everyday phrases used to describe solid, reputable, state-of-the art work in a field. If a professional is following best practice standards, he or she is aware of current research and consistently offers clients the full benefits of the latest knowledge, technology, and procedures. If a doctor, for example,

does not follow contemporary standards of medicine and a case turns out badly, peers may criticize his decisions and treatments by saying something like, “that was simply not best practice.” The term innovation means a new way of doing something or the creation, development and implementation of a new product, processor service, with the aim of improving efficiency, effectiveness or competitive advantage.

To discover who innovative teachers are, their practices, and how they might have impact on the improvement of teaching on higher education. The term innovative teaching represents a construct, comprised of a cluster of qualities including effective interaction with learners, openness to change, persistence, reflective practice, specificity of approach, and discipline-embedded pedagogy. Innovative teaching is more than the light bulb that comes on when innovation occurs, more than going where no one has gone before. The better teachers, are genuinely interested in students, and carefully analyze their teaching. They also help students take responsibility for their own learning, usually rely on active learning strategies, create a safe classroom environment, work with their students as colleagues, often measure their success by the success of their students, and seek out colleagues who also value teaching. To reinforce teachers those who bring innovations into their teaching and motivate teachers are advocates and models of effective teaching.

Innovative teaching is a proactive approach to integrate new teaching strategies and methods into a classroom. Research on education supports the benefits that certain processes, tools and methods have on learning. Technology plays a key role in innovative teaching. Innovative teachers use new technology to enhance or expand upon the student experience. The transition from traditional blackboard and overhead projector instruction into computer-aided presentations was innovative. As of 2014, innovative teachers incorporate tools like tablet computers and mobile devices to offer students a more interactive experience.

Innovative teaching also involves creativity on the part of the teacher. Innovative teachers sometimes reorganize the educational process. "Flipped classrooms" are a popular example of innovative teaching as of 2014. In a flipped classroom, the teacher offers students a conventional lecture or knowledge-building experience out of class, such as a video-taped lecture. Students then complete activities, case studies and more lab-based projects in the classroom. The teacher serves as a guide or consultant as students participate.

A primary motive of innovative teaching is encouraging students to engage more in the learning process. When students interact with teachers and peers, they gain more practical experience and retain more information from a class. Institute counselors, like teachers and administrators, are expected to play an important role in the academic reform movement. One prominent role that counselors fill in many Institutes is to nominate mentors / coordinators.

Improving Institute Climate

More often students who feel they have no place in Institute, disengage themselves psychologically, and often higher dropout rates. Institutes with positive climates have teachers and others who are seen as warm and caring, have educational policies that foster educational and personal development, and recognize student's efforts and accomplishments.

Direct Interventions

Institute counselors can improve the nature of the achievement climates in their institutes. They can also draw from a vast array of interventions that will help students to increase their academic achievements. Institute counselors also establish modular preparation courses, peer and volunteer tutoring programs, homework support networks, and refusal skills groups. Refusal skills groups are aimed at helping students resist the pressure often applied by low achieving students on achievers to minimize their academic achievements.

Involving Parents

It is known fact that parents' involvement is an important factor in student's academic achievements. Parents who have a high level of commitment to their children, set high standards, maintain a stable home environment, support achievement and become upset when grades are low. They also suggest to their ward

II. Conclusions

Institute counselors are under pressure to assist in the effort to increase student achievements. They can respond to this challenge by working to improve the institute climate, using direct interventions such as teaching study skills and involving students in achievement motivation groups, and by increasing the involvement of parents in the educational process.

The importance of evaluating factors such academic competence, test competence, strategic studying, time management, and test anxieties are very important in evaluating academic

success. Specifically, test competence and academic competence were important factors associated with academic performance. Focusing efforts to understand these factors further would be helpful for students in enhancing their academic performances. Efficient counseling services regarding these techniques along with stress management programs could also assist students in achieving academic performance.

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