

Teaching and Learning Process: Innovative Practices

Dr. (Mrs.) Pradnya V. Ghorpade

Associate Professor,
Dept. of English,
Arts and Commerce College, Kasegaon

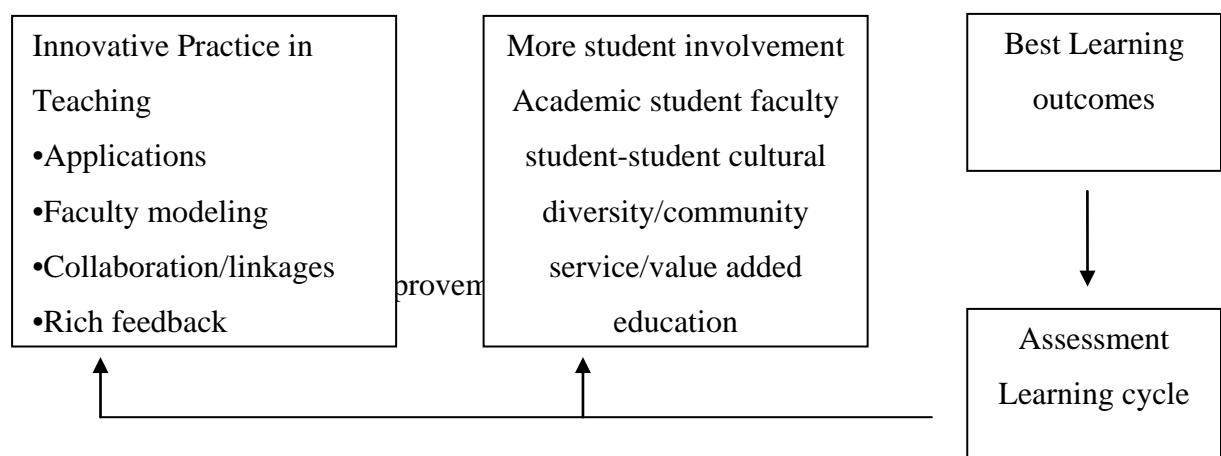
In post-accreditation scenario, educational system is addressing new criteria in quality enhancement. The IQAC, established in the accredited institutes as a part of post accreditation activity is proving to be a 'special purpose driving vehicle'.

As far as innovative practices in teaching and learning process are concerned, the increasing focus on student learning, challenges many assumptions about the respective roles of college students and faculty. Student learning is the central indicator of institutional excellence. In student-centered education, faculty take on less responsibility for being sources of knowledge, and take on greater responsibility as facilitators of a broad range of learning experiences. For their part, students are called on to take on more responsibility for their own learning. Generally, the list of important practices include the following (1):

- Become aware of community services
- Engage students in active learning experiences
- Become aware of value added education
- Provide, receive and use regular, timely, and specific feedback
- Become aware of values, beliefs, preconceptions
- Create opportunities for student-faculty interactions
- Create opportunities for student-student interaction
- Promote student involvement through engaged time and quality effort

As shown in the figure below, the best student learning outcomes follow from a combination of activities: encouraging faculty development as teachers using innovative practices in teaching and learning; engaging students with high levels of involvement in their studies, with other students, and with faculty; and implementing regular, thoughtful, and periodic assessment procedures to provide ongoing feedback: to students about the progress of their learning, to instructors about the efficacy of their teaching, and to program faculty about how well their program is meeting its activities objectives.

Assessment and Innovative Practices in Teaching and Learning Process



Becoming an excellent college teacher is a continuing life-long professional challenge, the dimensions of which often go unrecognized. Innovative practices chosen here focus on those aspects of classroom teaching competence that are visible to oneself and to others and thus become useful for formative evaluation. They are as follows (2) :

- ❖ 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. If the teacher must rely on the oral presentation of material, the techniques like Rhetorical questioning, immediate quiz, story telling etc. can enhance learning retention.
- ❖ Group Discussion Triggers: Effective ways to present a common experience to engage a group in a discussion. There are many kinds of triggers such as - short readings, self-assessment questionnaires, case studies, total group response, Role play, visual studies etc.
- ❖ Thoughtful Questions: Effective ways to formulate questions that foster engagement and confidence. These question formulations are -
 1. Description: what did you see, What happened?
 2. Reflection: what was interesting?
 3. Procedures : How was this done?
 4. Possibilities: What else could ..?
 5. Prediction: What will happen next?
 6. Justification: How can you tell?
 7. Theorizing : What is the reason for it?
 8. Generalization: What principle is operating?
 9. Definition: Define the word--?
- ❖ Cooperative Group Assignments: Ways to design formal co-operative tasks. Generally cooperative learning group embrace five key elements such as
 - (1) Positive independence.
 - (2) Individual accountability.
 - (3) Group processing
 - (4) Social Skill
 - (5) Face-to-face interaction.
- ❖ Teachers can build cooperative skills through poster session, paper-presentation session, Narration etc.,
- ❖ Use of Information Communication Technology (ICT) : For interesting and effective presentation.
 - Use of colors
 - Use of animation
 - Use of graphs
- ❖ 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

In a nutshell, these innovative practices in teaching and learning process can create competency and excellence. Thus, they can become useful for formative evaluation. Teachers can engage students in reflective practices.

Works Cited:

1. Web based resources.
2. A Brief Summary of the Best Practices in College Teaching, Compiled by Tom Drummond, North Seattle Community College.